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ABSTRACT

This publication reports on progress made by the state of Indiana toward the National Education Goals. It describes state programs, initiatives and strategies that were developed to achieve each goal. Each national goal is conceptualized in long-term objectives. Strategies to meet various indicators of each goal are highlighted and data on progress toward reaching individual indicators are provided. A list of state agency contacts is included. (LMI)

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ED 393 212

MEETING THE CHALLENGE 1995

EDUCATION PROGRESS IN INDIANA

EA 027 477

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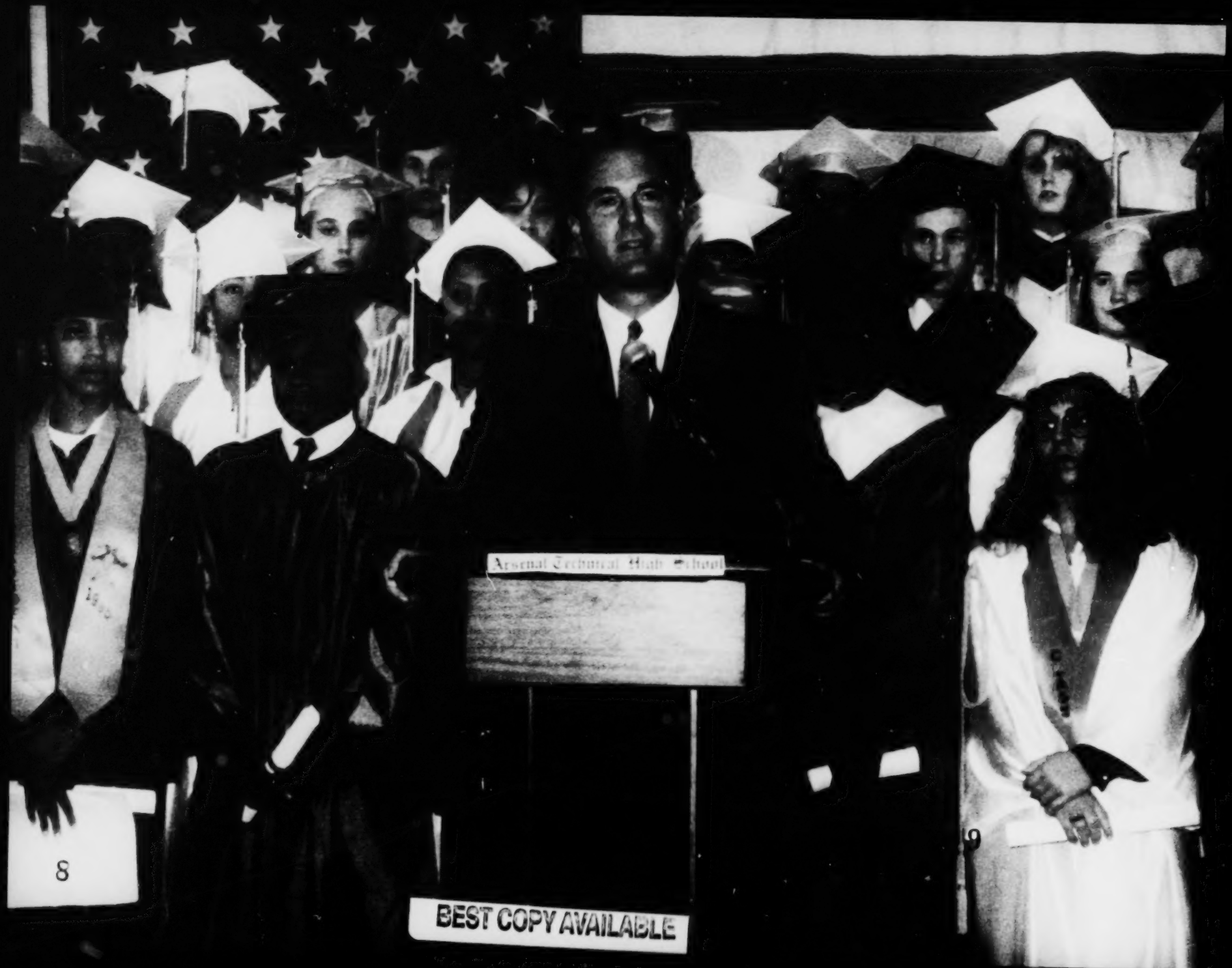
MEETING THE CHALLENGE 1995

EDUCATION PROGRESS IN INDIANA



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OFFICE OF THE GOVERNOR
INDIANAPOLIS, INDIANA 46204-2797

EVAN BAYH
GOVERNOR

November 1995

Dear Fellow Hoosiers:

The photograph you see on the left records one of my proudest moments as Governor of Indiana. The young people surrounding me, resplendent in their high school graduation colors, made history in the Spring of 1995.

What remarkable accomplishments earned them this exceptional acclaim? They stayed off drugs. They worked hard in the classroom. They graduated from high school. And now, they are all going to college.

Many would respond that tens of thousands of young people receive their high school diplomas and head for higher education every year in Indiana, and that is true. But these kids are unique for one important reason: they weren't expected to make it.

"At risk" is the label often attached to them. But in Indiana, a program called 21st Century Scholars is replacing "at risk for failure" with "on track for success."

The young people with me on that glorious day in May plus over 1,700 more made up the first class of 21st Century Scholars on their way to higher education and bright futures — the first group of its kind in the country! Statewide, over 27,500 students have signed a pledge to be drug-free, studious, and high school graduates. In return for assuming responsibility, they will receive full-tuition scholarships.

Our 21st Century Scholars program is a shining example of what can be achieved when government works *with* citizens, not for them.

Without the hard work and responsibility of the students, future opportunities are severely limited. Without the guidance and patience of educators, essential skills and knowledge remain out of reach. Without the strong support and encouragement of parents and loved ones, graduation day is only a dream.

The 21st Century Scholars program is only one example of our shared success. Indiana continues to meet the challenge of the National Education Goals and make significant progress in improving education for all our citizens for one simple reason: we work together.

Please join us.

Sincerely,

Evan Bayh

Photo by John Phung

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DEPARTMENT OF EDUCATION
INDIANAPOLIS, INDIANA 46204-2798

DR. SUELLEN REED
SUPERINTENDENT

November 1995

Dear Fellow Hoosiers:

As we all strive to meet the challenges present in our everyday lives, it is important that we look toward the fast-approaching 21st century and the skills that will be needed to drive its workforce. In order to meet these needs, the National Education Goals Panel and the United States Congress have set eight National Education Goals that the country can strive to achieve to improve its educational system.

From achieving school readiness to increasing parental participation, these goals address the critical areas that involve each of us as Americans and certainly each of us as Hoosiers. We must meet these goals — and attain the economic growth and success inherent to them — through our varied roles as educators, parents, students, business leaders, and community members.

This year, 1995, serves as a benchmark year for the National Education Goals. While Indiana has made progress toward achieving the goals, a great deal of work still must be done if Indiana can compete in a global economy.

I urge each of you to involve yourself in some way to help Indiana meet the National Education Goals by the year 2000. As a parent, ensure that your children are prepared for school each day; as a community, explore ways to keep students in schools; as teachers, engage in basic skill building that translates to applied abilities in core subject areas, especially math and science; as community and business leaders, seek out literacy and continuing education opportunities for your community members; as members of the school community, we all need to ensure that our schools provide an atmosphere free of drugs and violence; as colleges and universities and legislative bodies, provide increased and improved opportunities for teachers to improve their professional skills to better serve their students; and, finally, as educators and as parents we must find ways to serve the needs of Indiana schoolchildren through a partnership of school and parental involvement.

Meeting the Challenge reports on the progress we have made while also furnishing a sense of the work that remains before us. I applaud all Hoosiers involved with this effort, and I wish you the very best as we continue our efforts to meet the challenges contained in the National Education Goals.

Sincerely,

Dr. Suellen K. Reed

Dr. Suellen K. Reed
Superindent of Public Education

MEETING THE CHALLENGE 1995
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Introduction

In 1989, the nation's governors and the President met in Charlottesville, Virginia to plot a course to improve the nation's education system. Together they established the six National Education Goals, which serve as a framework for progress. In 1994, two new goals were established. The goals are not an end in themselves but rather a target of where we want our schools and our students to be by the year 2000.

The National Education Goals Panel was established to report annually on the progress by the nation and states in meeting the National Goals. The Goals Panel's fifth annual Goals' Report was released in November 1995. Governor Bayh has been a member of the Goals Panel since its inception in 1990 and served as chairman of the National Goals Panel throughout 1994-95.

Indiana is committed to achieving the National Education Goals. Great strides have been made in the areas of early childhood education, dropout prevention, math and science education, school reform, literacy, and worker training. However, there is much more to do.

This report marks the fifth time the State of Indiana has reported on its progress toward the National Goals. The report is a collaborative effort of numerous individuals throughout state government. A list of participating entities and agencies is included at the end of this report to assist the reader in obtaining more information.

This report is designed to enable the reader to quickly understand what needs to be done to achieve each goal. Future reports will continue to mark our progress.

The following terms are used:

Indicator —

What is being measured. Each goal contains several indicators.

Issue —

Rationale for why the indicator was chosen. The issue states the relationship between the indicator and the goal.

Status —

The current level of achievement toward the goal. 1995 was the Benchmark year for Indiana. The Status section of each Indicator will explain progress toward the Benchmarks.

Long-Term Objective —

The amount of progress which must be achieved by the year 2000.

Strategies —

Programs and policies to be used in achieving the goal.

Goal 1

MEETING THE CHALLENGE 1995

ACHIEVING SCHOOL READINESS

BY THE YEAR 2000,
all children in America will start school ready to learn.

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Too many children come to school hungry and sick, some with bruised bodies and hearts from abuse and neglect. Considering that on national average, children spend only four hours each day doing schoolwork, time for learning is precious. Children cannot afford, nor can society, the costs of the long-term effects of preventable barriers to learning.

If today's children are going to succeed in an increasingly demanding world, they have to be ready to learn every day from the moment they step into the classroom. Hoosiers across our state make vitally important contributions daily to the combined effort to protect and improve the lives of our children and families.

Some generously give their time to help coordinate and improve the delivery of social services through the county-based Step Ahead process. Others assist families in need by providing school-based breakfast and lunch programs, so children won't go hungry at school. Working parents are helped with after school child care programs.

And professionals like Cindy Andress of New Albany labor every day to improve the health of Indiana's children; their efforts are making a dramatic difference.

Statewide immunization programs now ensure that nearly all children receive basic defense against common diseases. Just 20 years ago, only about thirty-five percent of children had been immunized against rubella and diphtheria/tetanus (DPT) by the time they entered first grade.

Today, thanks to the Indiana Immunization Task Force and the "All Their Shots While They're Tots" program, immunization rates have climbed to 91% for diphtheria/tetanus (DPT3), 88% for influenza (HIB), 85% for measles/mumps/rubella (MMR), and 80% for polio.

Cindy, who is a public health nurse and the clinic director of the Floyd County Health Department, reports that "with the Shots for Tots program, people began to look from every possible angle to determine how we could remove all obstacles that were hindering some parents from getting their children immunized."

By continuing to work together, education, social service and health professionals along with Hoosier parents can guarantee our children the care and attention they need to be ready to learn.

Cindy Andress
Floyd County Public Health Nurse, New Albany

INDIANA INITIATIVES

STEP AHEAD/INDIANA COLLABORATION PROJECT

Governor Bayh established the Step Ahead process in 1991 in an effort to streamline the large number of federal and state programs for families and children.

In October of 1993, Indiana submitted for federal approval a Consolidated State Plan that streamlined the implementation of over 199 federal and state programs to Hoosiers.

The Step Ahead/Indiana Collaboration Project improves services for children and families by focusing on local control and by fostering effective cross-program operations. The Step Ahead/Indiana Collaboration Project is one of the most significant experiments in redesigning state government. State agencies have formed new partnerships and connections up and down the ladders of government so they can collaboratively solve problems. This structure advances the abilities of counties to mobilize people and organizations. There is now a system for a family to solve problems using the expertise of local Step Ahead Councils, state agencies, Region V federal officials and the White House Empowerment Board.

Contact: Dianna Wallace (317) 232-1684

SCHOOL BREAKFASTS

Over 62% of Indiana schools participated in the School Breakfast Program during the 1994-95 school year. The increase in participation—up from 48% in 1993-94—is in direct response to the 1993 state law that required that school breakfasts be made available to children in schools where 25% or more of the enrolled students were eligible for free or reduced-price lunches.

Federal reimbursements totaling $10.5 million were made to Indiana schools participating in the School Breakfast Program. This program continues to grow. Projections indicate that an additional 11,000 students will benefit from the program in 1995-96 as more schools add the School Breakfast Program to their food service operations.

Contact: Sheila Flam (317) 232-0845

ALL THEIR SHOTS WHILE THEY'RE TOTS

Knowing that "an ounce of prevention is worth a pound of cure," Governor Bayh invested heavily in health prevention initiatives. He created the Indiana Immunization Task Force to ensure that Indiana's children get all of their vaccinations at the proper time.

The goal of the Indiana Immunization Task Force is that by the year 2000, 90% of Indiana's children, aged two years and under, will have received all of their

vaccinations at the appropriate time. The Task Force strives to communicate to families the importance of immunization.

Contact: Steve Sellers (317) 383-6603

Family Helpline

All Indiana families are encouraged to call the Indiana Family Helpline's toll-free number. The Helpline staff provides Hoosiers with needed information and referrals to a variety of services and programs including early prenatal and child health care; Medicaid; Special Supplemental Nutrition Programs for Women, Infants and Children (WIC); Children's Special Health Care Services; emergency shelters, food and utility assistance; and literacy and vocational education services.

Helpline: 1-800-443-0746

School-Age Child Care

Every day, school-age children across the country return to empty houses after school. It is no longer unusual in our society; it is the norm. Unfortunately, children who are home and unsupervised often get into trouble. In Indiana, every school corporation must offer after-school programs for families unable to provide supervision when classes let out. Funding to assist with these programs is found in general fund dollars, a federal Child Care and Development Block Grant, and a Dependent Care Development Grant.

Contact: Sherri Brackemeyer (317) 232-7105

Healthy Families Indiana

Healthy Families Indiana is a voluntary home visitation program designed to promote healthy children and families through a variety of services. Overburdened or at-risk families receive intensive home-based services including child development, parent education and health care information. Service plans are developed from risk assessments completed at the time of birth (or within three months of birth). The focus of the home visitation program is to provide long-term benefits to Indiana's families by enhancing family functioning.

Significant early results from six counties indicate that 363 families were served with a 98% success rate for prevention of child abuse and neglect. Added data indicates that 100% of the children received immunizations, and the families were linked to medical care.

Contact: Phyllis Kikendall (317) 232-4770

INDICATOR 1:

INCIDENCE OF LOW BIRTH WEIGHT

ISSUE

An infant's birth weight is a major determinant of his or her potential for survival and future development.

Nationwide, about 6.9% or 260,000 children each year are born at below-normal weights and are at increased risk of medical complications and of school failure. Children born below 3.3 pounds are at a particularly high rate of risk for visual and auditory impairment and learning disorders, including impaired language skills requiring remedial instruction.

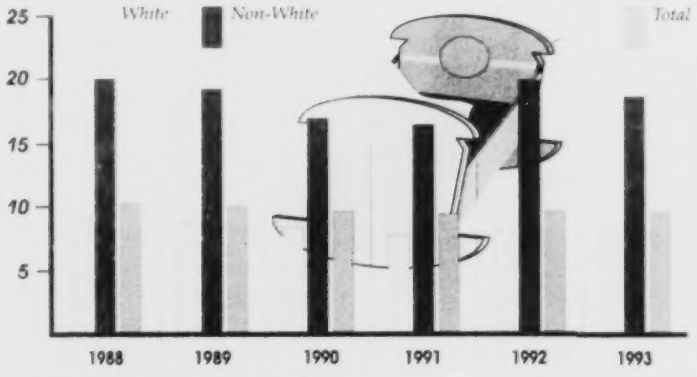
An expectant mother with no prenatal care is three times as likely to have a low-birth-weight baby. Approximately 81% of women in Indiana receive prenatal care in the first trimester; rates are considerably lower for minority groups.

A strong relationship between maternal weight gain during pregnancy and infant birth weight has been demonstrated consistently, and low maternal weight gain is considered a risk factor that may be improved by intervention. In 1980, the proportion of low weight births declined from 13.9% when weight gain was less than 16 pounds to 6.1% for gains of 21 to 25 pounds, and to 4% when mothers gained 36 pounds or more.

Young mothers have a greater risk of bearing low birth weight infants. In addition to the risk of infant death and developmental problems associated with low birth weight, young mothers often face significant problems and disruption of schooling, high rates of repeat pregnancy, and public dependency. In Indiana the number of births to mothers ages 10 to 17 years has increased from 3,963 in 1987 to 4,249 in 1993.

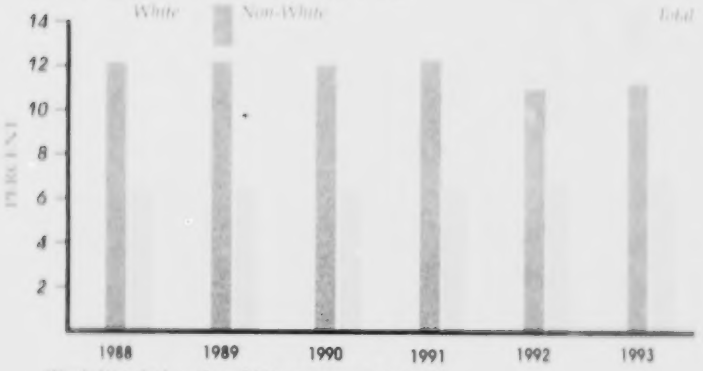
The effects of the use of substances such as tobacco, alcohol, cocaine, and marijuana on the fetus and infant have been well documented and include low birth weight, growth retardation, prematurity, central nervous system dysfunction, birth defects and stillbirth.

INFANT MORTALITY RATE PER 1,000 LIVE BIRTHS



Source: Indiana Department of Health.

PERCENT OF LOW BIRTH WEIGHT INFANTS*



*Birth Weight less than 2500 grams or 5.5 pounds.
Source: Indiana Department of Health

STATUS

The percentage of low birth weights in Indiana increased slightly from 6.5% in 1987 to 7.0% of all live births in 1993. The incidence of very low birth weight has remained stable at 1% of all live births. White infants are less likely to be of low birth weight than non-white infants. The percent of low birth weights varies greatly from county to county, in Indiana from a low of 3.2% to a high of 10.5% in 1993.

LONG-TERM OBJECTIVE

Reduce the incidence of low birth weight less than 2,500 grams or 5.5 pounds to no more than 5% of live births and maintain the incidence of very low birth weight less than 1,500 grams or 3.3 pounds to no more than 1% of live births.

STRATEGIES

Gather data and information to develop programs to promote healthy pregnancies, including the following: Perinatal systems assessment epidemiologic studies, PRAMS (Pregnancy Risk Assessment Monitoring System), EBC (Electronic Birth Certificates) and a Cultural Attitudinal Study.

Continue to develop strategies for dissemination of critical data and information to the providers and consumers who need it.

Assess factors contributing to unwanted or mistimed pregnancies and begin to develop a plan of action to address those issues such as reproductive health education for K-12 students.

Collaborate with Medicaid and other insurance providers to ensure adequate funding for programs such as care coordination, prenatal care and home follow-up.

Identify pregnant women early through Maternal Child Health Services (MCH) and the Healthy Pregnancy/Healthy Baby Campaign by offering free pregnancy tests.

Continue to develop and promote the Prenatal Care Coordination as a vehicle for outreach and identification, risk assessment, and early referral to Medicaid, WIC, and other needed resources and home follow-up.

Continue to promote access to the Indiana Family Helpline, which provides information, advocacy and referral services.

Continue to implement and expand the nutrition service plans for all maternal and child health, family planning and prenatal projects.

Continue to provide technical assistance to counties that demonstrated need through MCH to improve the provision of primary care to pregnant women and children.

Assess professional education needs and recommend strategies to improve the supply and distribution of qualified perinatal providers in the state (including medical and non-medical needs.)

Assess treatment and support services (i.e., residential drug rehab, the homeless, domestic violence and teen pregnancy) needed by women, identify model programs, and make recommendations for the duplication of model programs, the linking of programs, and the deletion of duplicated services. Promote the concept of One-Stop-Career Centers, which will address the needs of pregnant women and babies for medical and supportive services.

Through ISDH screening, intervention and follow-up activities, continue to identify substance-abusing women and link them with needed treatment and support services.

Develop mass media campaigns to: to reduce risk-taking behaviors among teens, to encourage students to stay in school, and to develop mass media campaigns to promote healthy pregnancies such as early prenatal care, smoking cessation, nutrition, etc.

Promote the SIDS "Back to Sleep" Campaign to educate consumers regarding the importance of babies sleeping on their backs or sides.

INDICATOR 2:

NUTRITIONAL STATUS OF CHILDREN

ISSUE

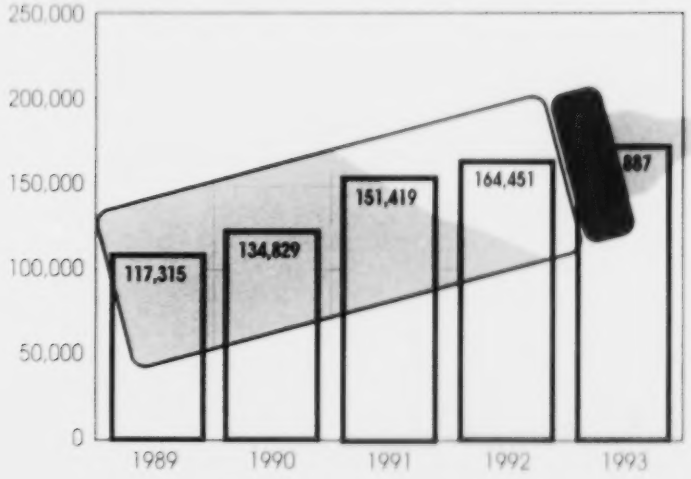
The development of young children depends on the quantity and quality of their diet. Lack of financial resources may prevent parents from providing an adequate or appropriate diet for their children during critical periods of growth and development. Hunger causes sickness and absenteeism and deprives children of important opportunities to be creative and learn.

STATUS

Based on results from a survey conducted in Central Indiana during 1992, one in 20 of the state's children under the age of 12 is hungry; an additional one in six, or 16.6%, is at risk of hunger.

The number of Indiana children of mothers enrolled in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) has increased from 117,315 in 1987 to 173,016 in 1994.

CHILDREN ENROLLED IN WIC *



* Includes children from birth to five years old.

Source: Indiana Department of Education

LONG-TERM OBJECTIVE

By the year 2000, improve the nutritional status for children younger than age 6.

STRATEGIES

Promote the participation of parents in Indiana Manpower Placement and Comprehensive Training (IMPACT) and improve employment opportunities to increase family income by getting parents off welfare and into paying jobs.

Continue to expand the WIC Program and continue to increase the number of children who can be served as a result of the infant formula agreement between an infant formula company and the State of Indiana.

Provide nutrition education to parents, including those who are homeless, through the Step Ahead process, MCH clinics, and WIC program to enable children to reach their full potential.

Continue to integrate WIC services with other health and social services at the local level.

Continue to increase the number of family day care providers who participate in the Child Care Food Program. (In 1991, more than 1500 providers participated; in 1992, 1,900 providers participated, and in 1993, the provider participation rate increased to 2,157.)

INDICATOR 3:

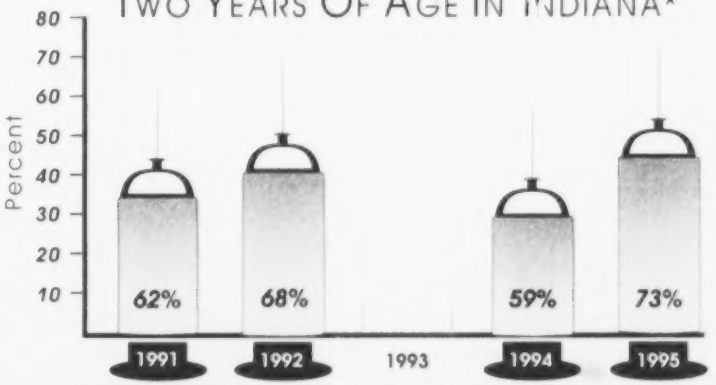
GENERAL HEALTH OF CHILDREN

ISSUES

Childhood is a critical time for physical and emotional growth. Children are at special risk for vaccine-preventable illnesses, unintentional injuries, abuse, neglect, and lead poisoning. Many of these problems can adversely affect their ability to learn.

Prevention, early identification, and intervention are essential elements in improving the health of children: (a) Children who are immunized are less likely to contract or spread communicable diseases. (b) Elevated levels of lead in the blood are associated with serious damage to the central nervous system, including developmental delays, growth deficits and poor motor coordination. (c) Providing education and support services to parents around the time of the birth of a child can significantly reduce the risk factors associated with child abuse; the earlier the intervention, the greater the likelihood of success. (d) Early Periodic Screening Diagnosis and Treatment (EPSDT) in conjunction with the Hoosier Healthwise managed care program, ensures that poor children have access to preventive, primary and specialized physical and mental health services.

IMMUNIZATION RATES OF CHILDREN TWO YEARS OF AGE IN INDIANA*



*Determined by review of children immunized in public health clinics, 1991 - 1995. In 1994 the definition of "complete" changes to include Haemophilis influenza b. Data was not collected in 1993.

STATUS

(a) Results from a 1995 Indiana State Department of Health survey of 2-year old children being served in public health clinics indicated that 72.9% of those children had received 4 DTP, 3 OPV, 1 MMR and 3 HIB vaccines. The DOH survey reported vaccine coverage rates for 2 year old children in 1995 as: 91% for four DTP's, 80% for three OPV's, 85% for MMR, 88% for three HIB's, and Hepatitis was not measured in 1995. The 1994-95 school survey demonstrated that 96% of school-aged children had proper vaccination coverage.

(b) In 1993, five percent of children who were screened between the ages of 6 months and 5 years had elevated blood lead levels greater than 15ug/dL.

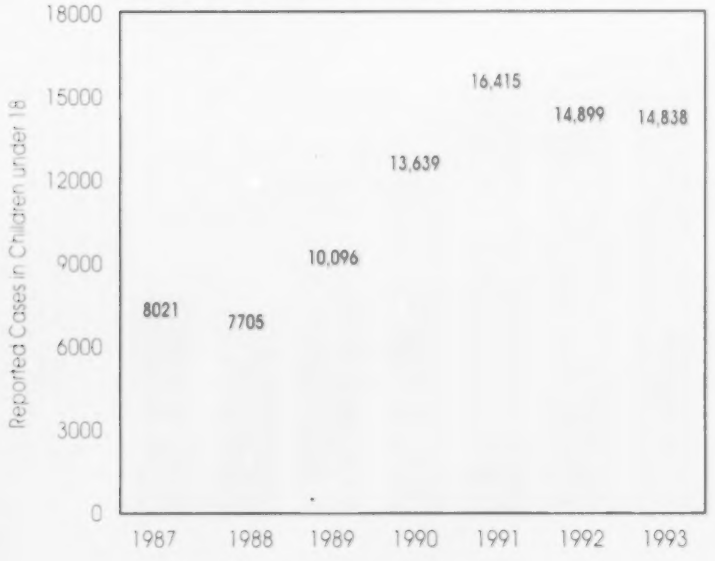
(c) the rate of unsubstantiated abuse and neglect of children in Indiana under age 18 was 20.7 per 1000 children in 1993.

(d) The 1992 statewide participation rate for EPSDT was 15.9%; participation among Indiana's 92 counties ranges from a high of 62.4% to a low of 0.5%.

(e) In June, 1995, 34 counties, parts of counties, or population groups in Indiana had too few primary care physicians based upon the ratio of one primary care physician per 3,500 residents. Forty-six counties,

parts of counties or population groups had a shortage of medical services and were designated as medically underserved areas.

REPORTED CASES OF ABUSE AND NEGLECT IN CHILDREN UNDER 18*



* Includes physical and sexual abuse

Source: Indiana Department of Education

LONG-TERM OBJECTIVE

(a) By the year 2000, ninety percent of preschool-aged children will be age-appropriately vaccinated, and a 95% vaccination coverage level will be maintained for school-aged children. (b) By 2000, the prevalence of blood lead levels exceeding 15 ug/dL among children screened will be reduced to 2.5%. (c) By 2000, the rates of substantiated child abuse and neglect of children under age 18 will be reduced to 14.5 per 1000 children. (d) By 2000, 100% of children eligible for EPSDT will be screened. (e) By 2000,100% of children will have an identified primary care provider.

STRATEGIES

Implement the *State-based Plan for Access to Primary Health Care for the Medically Underserved Population by County, Indiana 1995-1997*, to help communities strengthen their primary care system. This includes care for children.

Continue to support the Indiana University School of Medicine Primary Care Scholarship Program. The mission of the program is to encourage trained primary care physicians to deliver quality health care services in shortage areas designated by the Indiana State Department of Health. A ratio of one primary care physician per 2,000 residents is utilized for this program.

Implement the Indiana Medical and Nursing Grant Fund. This program is administered by the Indiana State Department of Health. Grants are provided to communities to use to recruit primary care physicians and registered nurses to provide care in underserved areas. The grant is given to the recruited physicians or nurses.

Continue to support the development of nurse-managed clinics in areas that are medically underserved.

Continue to support the development of medical training centers that encourage physicians to establish practices in rural areas.

Implement the Department of Health's Immunization Action Plan, "All Their Shots While They're Tots," to achieve, by the year 2000, a 90% vaccination rate for children 2 years of age.

Screen children in Indiana between the ages of 6 months and 6 years for lead poisoning through local health departments, private providers, the WIC program, MCH clinics, and in partnership with Step Ahead.

Implement the state level interagency agreement to strengthen coordination of health, income, housing, education and nutrition programs in order to provide better opportunities for vaccination and other needed health and human services.

Develop interagency agreements at the local level to strengthen coordination of health, income, housing, education and nutrition programs in order to provide better opportunities for vaccination and other needed health and human services.

Support efforts of the Indiana Commission for Higher Education to attract more Indiana resident medical students to choose specialty training in primary care.

Promote school corporations' efforts to collaborate with others to provide on-site Medicaid reimbursed primary care services.

Provide technical assistance and funding through MCH to develop pediatric primary care systems in all counties.

Monitor the Juvenile Code Study Commission's review of sections of the Indiana Juvenile Code that relate to child abuse.

INDICATOR 4:

NUMBER OF CHILDREN WITH SPECIAL NEEDS

ISSUES

Providing early intervention to infants and toddlers with disabilities minimizes developmental delays, reduces educational costs to the state, and maximizes the developmental potential of each child while enhancing the ability of families to meet their children's special needs.

Providers of early care and education must have training and/or specialized skills in order to provide appropriate early childhood education and health care for infants, toddlers and preschoolers with special needs.

Through appropriate prevention and early intervention, the number of three and four year-old children needing special services can be reduced.

STATUS

Estimates suggest that every year approximately 4,000 babies are born in Indiana with special needs. Approximately 6,800 infants and toddlers with disabilities currently receive services in Indiana through "First Steps." During the 1994-95 school year, 7,484 three- and four-year old children, or 74% of all three and four-year old children with special needs, were enrolled in public school special education services.

LONG-TERM OBJECTIVE:

By the year 2000, the percent of three- and four-year old children receiving special education services in public school will be 90%.

STRATEGIES:

Continue to develop and provide public school services for preschool children with disabilities to ensure that all eligible children are identified and served.

With Step Ahead taking the lead, develop statewide leadership in the First Steps Early Intervention System to ensure that all eligible infants and toddlers are identified and receive needed services with parental and professional participation.

Strengthen local interagency collaboration and provision of services through the Step Ahead process among education/developmental services, health/medical services, and other family support services.

Coordinate all existing funding sources with Step Ahead action plans to foster the development of additional resources in each county.

Encourage continuing education and promote the Early Childhood Special Education License for teachers working in early intervention, and encourage all universities to offer the 24-hour Special Education minor.

Continue the effort to provide an articulated program of study for child care at all of Indiana's colleges and universities.

Plan and implement lifelong training on a statewide basis to address the needs identified through the Department of Education and First Steps Comprehensive System of Personnel Development and the Unified Training Plan.

Assist families through the Step Ahead process to enhance their children's development and to fully participate in the implementation of the Individualized Family Services Plan.

INDICATOR 5:

EDUCARE

Educare refers to all services relating to the education and care of children.

ISSUE

Currently, two-thirds of all mothers of preschoolers and four and five-year olds are working. The majority of their children will spend a significant part of their early years in child care. These settings must provide quality care and stimulating learning experiences for children to grow and develop. They will need appropriately trained staff to do so.

STATUS

Indiana has 3,193 licensed child care centers and family day care homes. Currently, 69 child care centers and family day care homes are accredited by the NAEYC and NAFDC, respectively. All 92 Indiana counties are covered by Head Start programs; however, only 22% of children eligible for Head Start are being served.

LONG-TERM OBJECTIVE

(a) By the year 2000, twenty-five percent of licensed child care centers will be NAEYC accredited. (b) By 2000, twenty-five percent of licensed family day care homes will be accredited by NAFDC. (c) 50% of all eligible children will be served by Head Start programs.

STRATEGIES

Establish the Indiana Professional Standards Board Advisory Group to revise the rules concerning the licensing of early childhood (pre-kindergarten) teachers.

Work with local officials through Step Ahead to make sure there are sufficient developmentally appropriate child care opportunities in each county.

Implement a quality recognition system for all early childhood programs through Step Ahead and provide technical assistance to providers for obtaining NAEYC and NAFDC accreditation.

Implement Guaranteed Child and Transitional Child Care support services statewide to IMPACT participants in collaboration with Step Ahead so that those on welfare will be able to have their children cared for while they train for a new job.

Increase the number of staff members of licensed child care centers who hold Child Development Associate (CDA) credentials by seeking corporate support to train trainers of personnel seeking CDA credentials.

Through cooperation between Step Ahead and the Department of Corrections, improve safety in licensed child care centers by upgrading playgrounds in licensed child care centers.

Through cooperation between Step Ahead and the Department of Commerce, use Housing Development Funds to rehabilitate and remodel family day care facilities in order to upgrade and expand home licensing.

Improve transition to public schools and to child care facilities for Head Start families through collaboration with Step Ahead Councils.

Continue to improve access to training for "hidden" family day care providers, who are not licensed and

are therefore hard to identify and reach, through PBS programs during nap time. (First 6-week series of 18 programs aired in 1992.)

Facilitate the expansion of existing Head Start programs through the use of state, local, and private resources.

Working through the Indiana Department of Education, develop a knowledge base in public schools, particularly among kindergarten teachers, that defines readiness and the importance of schools being ready for children.

Continue to prepare child care workers through vocational education programs.

INDICATOR 6:

PARENTS AS THE CHILD'S FIRST AND BEST TEACHERS

ISSUE

A generation ago, young parents learned their parenting skills by talking with and observing others in their extended families. In today's complex society in which extended families are scattered, parents need other means of support and access to family education services.

STATUS

Local Step Ahead Councils across the state submitted needs assessments that reflected a great demand for quality parenting education programs. In fact, all counties made developing more parenting programs a priority. Thirty percent of the counties have expanded parent education, and 90 counties have implemented consumer education programs.

LONG-TERM OBJECTIVE

By the year 2000, quality parenting education opportunities will be available for families in every county.

STRATEGIES

Through the Step Ahead process, assist local organizations in developing parent education programs.

Provide technical assistance to counties with multiple parenting education programs to ensure effectiveness and to promote collaboration.

Develop and implement family education programs for young parents in collaboration with the IMPACT program and Step Ahead.

Develop state policies to encourage active involvement of families in local schools as volunteers, as decision makers, and as partners in educational activities in the community.

Raise awareness in the business community of the model established by the Governor's proclamation to the state agencies that state employees should be granted flex time in order to participate in their child's school-related activities.

Increase the participation rate in each Head Start facility to at least 90%.

Improve the transition to public school and to child care facilities for Head Start families in collaboration with Step Ahead.

Indiana Measures Progress

Health Status Indicators for Healthy Hoosiers 2000

The Indiana Department of Health is working to help Hoosiers be healthier through progress in the following set of indicators:

1. Total deaths per 100,000 (age-adjusted)
2. Infant mortality per 1,000 live births
3. Prevalence of low birth weight
4. Percentage of mothers delivering live infants who receive prenatal care in the first trimester
5. Reported incidence (number of cases) of measles
6. Percentage of total births to adolescents (ages 10-17)
7. Reported incidence (per 100,000) of syphilis
8. Reported incidence (per 100,000) of AIDS
9. Motor vehicle crash deaths per 100,000
10. Suicides per 100,000
11. Homicides per 100,000
12. Work-related injury deaths per 100,000 employees
13. Reported incidence (per 100,000) of tuberculosis
14. Lung cancer deaths per 100,000
15. Female breast cancer deaths per 100,000 females
16. Cardiovascular disease deaths per 100,000
17. Percentage of persons living in counties exceeding U.S. Environmental Protection Agency Air Quality Standards

Goal 2

MEETING THE CHALLENGE 1995

INCREASING SCHOOL COMPLETION TO 90% BY 2000

BY THE YEAR 2000,
the high school graduation rate will increase to at least 90 percent.

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Fifty years ago, economic security was virtually guaranteed if only one was dependable and worked hard. In the modern economy, similar stability is impossible without a high school diploma. Today, students who drop out of school will earn only half of what a student with a high school diploma will earn.

Governor Bayh has pioneered bold initiatives to encourage persistence and hard work in high school. The 21st Century Scholars program, for example, is the first of its kind in the nation. At-risk eighth graders are invited to sign a pledge to stay off drugs, stay out of trouble, maintain good grades, and graduate from high school. In exchange, the state promises these students full tuition college scholarships.

Over 27,000 students statewide have taken up this challenge of personal responsibility and academic achievement. Aaron Ishman and Eeka Prude, both of Gary, are members of the first graduating class of 21st Century Scholars.

"I was looking at people who had already graduated," remembers Aaron. "They weren't really doing anything, and I didn't want to be like them, so I started focusing on my future." Now a freshman at the Fort Wayne campus of Indiana University, Aaron hopes to find his future in radio and television broadcasting. This dream, he says, was made possible by the 21st Century Scholars program.

Eeka, salutatorian of her high school class, calls the program "the perfect way to give young students the courage to do better in school." She says the program gave her "a more optimistic state of mind in high school" because she knew if she met the challenge, college would become a reality. Eeka plans on studying biochemistry and going to medical school.

By graduating, Aaron and Eeka fulfilled a pledge of academic achievement, not only to the state, but to themselves. In so doing, they became scholars for the 21st century. Their accomplishments can be, must be, repeated in every school in the state of Indiana. Our futures depend on it.

Aaron Ishman and Eeka Prude
21st Century Scholars, Gary

INDIANA INITIATIVES

INDIANA 2000

Indiana 2000 is the legal framework that enables a school, in concert with its community, to create and work toward a vision of the ideal school in which all students can learn. Indiana 2000 is a voluntary process. Currently, 204 schools are officially designated by the State Board of Education as Indiana 2000 schools. Each fall, approximately eighty schools enter the Indiana 2000 process. School communities work for approximately one school year to complete the application. The application itself is really the plan for what type of school a community wishes to have in the future and how it will create such a school. The community, in its application, also addresses its plans for meeting the national goals. In general, schools with successful applications receive designation in May of any given school year.

Contact: Ilene Block (317) 232-9154

SCHOOL-TO-WORK

Regional partnerships with business, industry, labor, parents, and educators will offer new opportunities for Indiana youth. Students will have experience in the workplace that will show them what and why they need to learn. They will have the chance to shadow workers, participate in an internship, enjoy cooperative education, and even become an apprentice. Every experience, including their classroom learning, will reinforce and teach to high academic and technical standards.

Educators have the opportunity to work with their customer—the employer. They will work closely with them to develop effective curriculum and teaching methods. Through the School-to-Work Institute, partners will be trained to work with one another and with the student. By working together, we will be sure Hoosier youths gain knowledge and skills to succeed in high-skill workplaces and in post-secondary education.

Contact: Peggy O'Malley (317) 232-1832

21ST CENTURY SCHOLARS

Through the 21st Century Scholars program, Hoosier at-risk eighth graders who pledge to keep off drugs, avoid delinquency, earn at least a "C" average, apply for financial aid, and graduate from high school will receive tuition assistance for a college education. That assistance—a tuition scholarship at any Indiana public or private college or university—provides great opportunities for students in return for personal responsibility.

Currently, there are 24,000 students enrolled in the 21st Century Scholars program. In May, 1995, six thousand 21st Century Scholars graduated from Indiana high schools and 2500 of those scholars are planning to go to college next year.

Contact: Phil Seabrook (317) 232-2350

GED-ON-TV

More than 9,000 Hoosiers who dropped out of school have decided to come back and try again — in the privacy of their own home with the help of public television around the state. This is a convenient way for people who cannot physically make it to school to attain their General Education Development degree. Over 3,400 people have earned their GED on TV and are now on their way to bigger and better opportunities.

Contact: Molly Robertson: (317) 747-5353; 1-800-248-7999

NEW LAWS TO KEEP KIDS IN SCHOOL

Governor Bayh signed into law new incentives to encourage children to stay in high school and graduate. Indiana students must now wait until they are 18 years old to drop out of high school without parental permission. In addition, all schools must now conduct exit interviews with prospective dropouts, their parents, the principal and appropriate teachers to hear firsthand why children are choosing to leave school early and to provide information on education choices after dropping out. Governor Bayh also sponsored changes in law to allow children who have been dropouts for at least one year to re-enroll at any public school in Indiana.

Contact: Kevin McDowell (317) 232-3514

INDICATOR 1:

ATTENDANCE RATE

ISSUE

When students are chronically absent from school, their educational progress is interrupted. As absences mount, achievement drops, and students fall behind. Inconsistent attendance often leads, eventually, to dropping out.

According to a study by the Food Research and Action Center, hungry children from low-income families are 2 to 3 times more likely to have health problems than non-hungry children from low-income families. Children who report specific health problems are absent from school almost twice as many days as those not reporting such problems.

STATUS

Based upon Department of Education data, the statewide average daily attendance rate has increased from 94.99% in school year 1987-88 to 95.28% in school year 1994-95, bringing Indiana even closer to its long-term objective of a statewide average daily attendance rate of 96.5% by the year 2000.

During the 1994-95 school year in Indiana, about 99.5 million school lunches and 16 million breakfasts were served to school children. Of these, about 34.7 million needy students received lunch at a reduced price or free and 12.8 million students received breakfast at a reduced price or free.

LONG TERM OBJECTIVE

By the year 2000 the average attendance rate will increase to 96.5%.

Number of Schools Below the Target of 95% Attendance

	Elementary			Middle School			High School		
Year	Total	#Below	%Below	Total	#Below	%Below	Total	#Below	%Below
1989	1189	269	23	271	149	55	352	216	62
1990	1184	174	15	268	123	46	351	202	58
1991	1177	161	14	273	97	36	352	179	51
1992	1147	145	13	323	102	37	357	167	47
1993	1142	119	10	331	107	32	356	167	47
1994	1138	150	13	335	104	31	360	171	48

Source: Indiana Department of Education

STRATEGIES

Through Step Ahead, increase collaboration with local health and social service agencies to provide for student needs.

Increase preventive measures, such as the number of mothers receiving prenatal care, the number of children receiving immunizations and health screenings, and the number of children participating in quality educare through Step Ahead, thus reducing the likelihood of students subsequently dropping out of school.

Increase the availability of free school breakfast and lunch programs for low-income children.

Provide alternative learning environments for students who do not achieve in the conventional classroom.

INDICATOR 2:

NUMBER OF STUDENTS ACHIEVING AT GRADE LEVEL

ISSUE

Numerous studies indicate that students who have been retained at grade level do not experience long-term academic gains, except in special instances. Students who have been retained are 5 times more likely to drop out. Students who have repeated two grades have nearly a 100% chance of dropping out.

In the school year 1994-95, 13,310 Indiana students were retained at their grade level, as compared to 14,054 in 1993-94. In 1995, at the request of Governor Bayh and State Superintendent of Public Instruction Dr. Suellen Reed, the General Assembly dramatically increased funding for remediation; this investment will enable greater numbers of students to receive assistance.

LONG-TERM OBJECTIVE

By the year 2000, 90% of students in grades 3, 6, 10, and 12 will successfully complete a performance based assessment.

STRATEGIES

Continue efforts to increase remediation programs for students who fall below proficiency standards on the ISTEP Program.

Continue *Prime Time* to ensure low class sizes in the early years so that students get a good start.

Expand 4R's, a K-1 technology program that gives students a firm beginning in reading, writing, and math and provides daily remediation opportunities for students in grades 1-3 so children do not fall behind.

Continue to expand and encourage participation in the Indiana 2000 Program and the Re: Learning Program in order to give teachers the flexibility to meet individual student learning needs.

STUDENTS RETAINED IN GRADE LEVEL

Source: Indiana Department of Education

Provide alternative learning environments for students who do not succeed in the regular classroom, and offer up-to-date information on alternative schools.

INDICATOR 3:

RELEVANT CURRICULUM

ISSUE

Dropouts often find school work to be of little relevance to their everyday lives and to their futures. Indiana Department of Education survey data indicates that lack of interest in curriculum is the number one reason students drop out. For that reason, the Indiana Department of Education has worked hard to increase the number of restructuring schools from 126 in 1992 to 250 in 1995.

STATUS

During 1993-94, school counselors reported that the most prevalent reason for leaving high school prior to graduation continued to be a lack of interest in curriculum. According to Indiana Department of Education data, slightly more than 51% (6,732) of dropouts in 1992-93 reported leaving school for this reason.

LONG-TERM OBJECTIVE

By the year 2000, the number of eleventh and twelfth graders who drop out due to lack of interest in school will decrease to 15%.

STRATEGIES

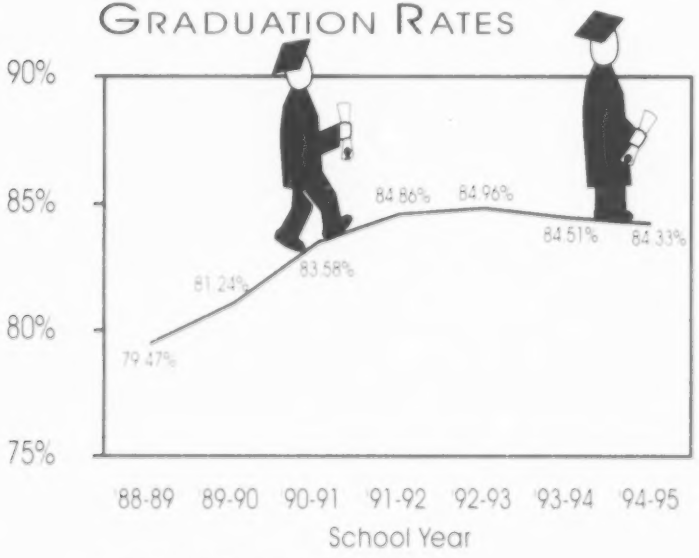
Expand the Indiana 2000 Program and Re: Learning restructuring efforts that encourage the design of schools in which the role of the teacher becomes one of an educational guide instead of lecturer and in which students become active learners.

Increase teacher development opportunities that prepare them for their new role in the classroom.

Expand Tech Prep, an approach to instruction that involves the student as an active learner.

Continue efforts to fully integrate academic and vocational education so that students have the opportunity to learn how knowledge is applied.

Continue efforts to train and upgrade the skills of Indiana's principals through such programs as the Indiana Principal Leadership Academy and The Principal's Technology Leadership Program. These efforts seek to make principals Instructional Leaders in their school communities.



Source: Indiana Department of Education

REASONS FOR STUDENTS DROPPING OUT OF SCHOOL

	Reason	1991-92	1992-93	1993-94
(1)	Disinterest in curriculum	6460	6223	6732
(2)	Incorrigibility	1711	1460	1224
(3)	Record of school failure	975	1000	978
(4)	Need or desire to earn money	683	686	872
(5)	Pregnancy	637	649	596
(6)	Poor home environment	532	422	918
(7)	Interpersonal problems	276	337	343
(8)	Poor health	281	290	282
(9)	Marriage	171	160	180
(10)	Friends/peer pressure	90	91	124
(11)	Drug abuse	78	60	76
(12)	Desire for vocational training not offered in school	148	27	82
(13)	Armed services enlistment	13	4	12
	Unknown	955	865	1077
	Other	398	404	311
	Total	13,408	12,688	13,307

Source: Indiana Department of Education

Implement the statewide School-to-Work Opportunities System so students learn what is required in the workplace and the relevance of what they learn in the classroom.

Expand educator workplace internships and worker internships in schools so curriculum, instruction, and assessment are based upon relevant career requirements.

Increase effective marketing to be sure students have good information about jobs and careers.

Indicator 4:

Minority high school graduation rate

Issue

High school retention and graduation are especially serious issues for minorities. Withdrawal rates from secondary schools continue to be about 50% higher for African-Americans and Hispanics than for Caucasians—and even higher for Native Americans.

Status

The Indiana Department of Education reports that during the school year 1993-94, the minority graduation rate from high school was 76.6%. In comparison, the graduation rate for all students was 82.7%.

Long-Term Objective

Increase the high school graduation rate of minorities so that the gap between the minority and non-minority rates is less than 5%.

Strategies

Provide alternative learning environments for students who do not achieve in the regular classroom.

Encourage low-income minority students to participate in the 21st Century Scholars Program so they have the option to pursue higher education.

Continue the At-Risk Youth Program, which provides funds for schools to assist students at risk of dropping out.

Increase minority participation in higher education so that the number of minority teachers and administrators who are successful role models is increased.

Indicator 5:

Retrieval of dropouts

Issue

Individuals who leave high school prior to graduation are faced with barriers which decrease the likelihood that they will return to formal education.

STATUS

While Indiana's graduation statistics have traditionally been slightly higher than the national average, far too many of our young people drop out of school without any credentials or skills for success in life. During the 1993-94 school year, a total of 13,325 students dropped out of Indiana public schools. While the number of dropouts in Indiana has declined substantially from 20,355 in 1987-88 to 13,325 in 1993-94, the point remains that the dropouts of today do not possess the skills to make it in the workplace of tomorrow.

One promising program continues to be the GED program, which provides a high school equivalency certificate to students who were unable to complete traditional high school.

In 1992, 12,135 Hoosier adults passed the GED and in 1993, another 11,882 adults were similarly successful.

Based on data collected from 1992 and 1993, it appears that the state is well on its way of meeting the benchmark calling for 37,000 dropouts to return to and complete high school through either a high school diploma or GED.

LONG-TERM OBJECTIVE

From 1992 through the year 2000, 80,000 dropouts will have returned to and completed high school or will have obtained GEDs.

STRATEGIES

Raise awareness of the provision that permits dropouts to re-enter any Indiana public secondary school after one year.

Provide opportunities for adults to obtain and demonstrate skills through the adult assessment of essential skills at Workforce Development Centers.

Use the Office of Workforce Literacy to encourage employers to help their workers return to school or obtain their GEDs.

Continue GED-on-TV so that adults can earn their GEDs in the privacy of their own homes.

Continue to support Adult Basic Education and Adult Secondary Credit programs.

INDICATOR 6:

TEEN PREGNANCY RATE

ISSUE

In 1991, pregnancy was reported as one of the leading reasons females dropped out of school. Survival often becomes the issue, with young mothers having no time or resources available for education and long-term self-improvement. Teenage pregnancies result in added responsibilities and burdens for the student mother and father, the students' families, and the community. Many teenage parents find themselves without the child care, prenatal care, transportation, alternative schedules, guidance, and other support systems necessary to remain in school.

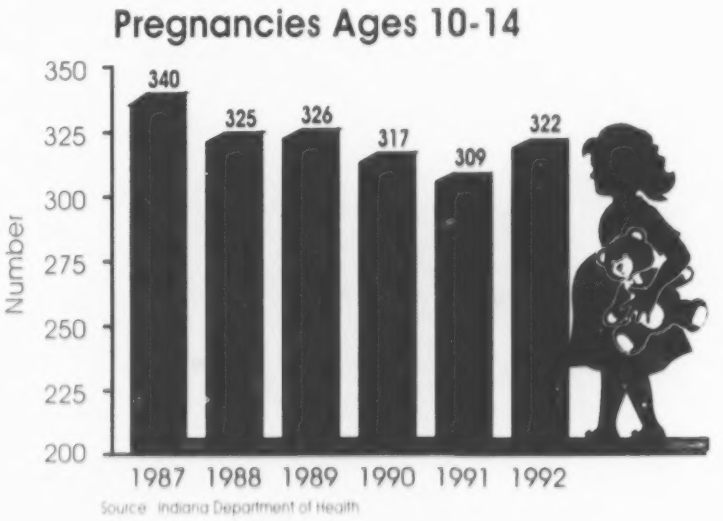
Because a child's educational attainment is linked to the educational attainment of the mother, children of teens who drop out of school are at risk of dropping out, even before they begin school.

STATUS

According to data from the Indiana State Department of Health, 5% of all Indiana births are to adolescents between the ages of 10 and 17. In 1993, more than 4,200 young women between the ages of 10 and 17 were at risk of dropping out of school in Indiana because of childbearing.

Source: Indiana Department of Health

The rate per 1,000 females of adolescent pregnancies between the ages of 15 and 17 has increased from 38.5 in 1988 to 42.3 in 1992 down from a high of 43.2 in 1990.



Source: Indiana Department of Health

The number of reported pregnancies among girls ages 10 through 14 has declined slightly from 340 in 1987 to 322 in 1992.

LONG-TERM OBJECTIVE

Reduce the number of pregnancies among girls ages 10 through 14 to zero. Reduce pregnancies among girls ages 15 through 17 to no more than 35 per 1,000 adolescents.

STRATEGIES

Raise awareness among teens of the consequences of irresponsible sexual behavior.

Provide alternative learning environments that will keep teen mothers in school.

Encourage school-based prenatal and child health services as needed.

Ensure that pregnant teens have adequate prenatal care to prevent the learning problems associated with low birth weight infants.

Ensure the proper nutrition of teen mothers to prevent erratic attendance due to poor health.

Through Step Ahead, increase availability of child care and other support services to teen mothers who stay in school.

Continue the vocational education strategy of providing and expanding support for and services to pregnant teens and teenage parents.

Connect teens with the workplace through a formal school-to-work system.

INDIANA MEASURES PROGRESS

GOALS OF THE STATE BOARD OF EDUCATION

The State Board of Education, in order to fulfill its responsibilities to the school children of Indiana, the Legislature, and the Governor, established the following goals for the State Board of Education to pursue:

1. Facilitate the development of an innovative vision for schooling in Indiana.
2. Promote the implementation of a long-range strategy for adequate and equitable financing of public education.
3. Establish performance standards for students, promote strategies for their attainment, and create student and school assessment measures.
4. Attract, develop, and retain effective school personnel and policy makers.
5. Promote innovation in schooling and ensure that the public school curriculum and learning environment are responsive to the diverse needs of students and lead to optimal life-long learning.
6. Promote the effective influence of extracurricular experiences.

Goal 3

Boosting Student Achievement and Citizenship

By the year 2000,
American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

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Too often we hear stories of students who have a high school diploma but cannot read and write. Many students are moving through our school system without learning the basic skills that are necessary to land a good paying job or succeed in college. Students and teachers deserve a curriculum that represents skills and knowledge in an engaging and useful way for both the college and work-bound.

Today, bright minds are more valued than strong backs. The modern workplace values individual ingenuity, adaptability, and problem solving. All employees are called upon to improve products and services, not just upper-level managers. To put it simply, workers must be thinkers, not just doers. The Tech Prep (Technology Preparation) curriculum, which combines rigorous academic standards with innovative, applied learning, is designed to create these thinkers.

Lee Naylor, a senior from Columbus, has participated in Tech Prep for two years. Lee spends half of his day in classes at Columbus East High School and half at Cummins Engine Company, working in their drafting department. Each of Lee's academic courses use real world artifacts as teaching tools. The integration of work experience and classroom study is the key to Tech Prep's appeal, says Lee, because it "is getting me ready to go to work and teaching me real life skills."

Tech Prep is a model program because it demonstrates the power of partnerships between schools and the community. The involvement of business and industry, giving students on the job training in the career of their choice, is vital to the success of the program. Cummins Engine, for example, is so impressed with Lee's training and education that they have already offered him a job after graduation.

Tech Prep is just one of the strategies Indiana is using to meet the challenge posed in Goal Three. Our comprehensive system of high standards, exams, and remediation will help all Hoosier students, like Lee, become better prepared for the modern workplace and education and training after high school.

Lee Naylor, Tech Prep Student
Harry Lania, Tech Prep Teacher, Columbus

INDIANA INITIATIVES

STATE STANDARDS TASK FORCE

The State Standards Task Force is a bipartisan group of educators, business people, labor leaders, and high school students that is appointed jointly by the Governor and the Superintendent of Public Instruction and that is chaired by the Superintendent.

Under the Indiana Statewide Testing for Educational Progress (ISTEP) program, the Task Force is charged with recommending educational proficiency standards, or statements of the skills and knowledge base expected of a student for a particular subject area, to the State Board of Education. The Task Force also will make recommendations concerning the content and format of the ISTEP program and the passing scores required at various grade levels.

Contact: Dr. Robert Dutton (317) 232-0610

STATEWIDE ASSESSMENT

As newly revised by the Indiana General Assembly in 1995, beginning in 1995-96, the Indiana Statewide Test for Educational Progress (ISTEP), Indiana's statewide assessment, will be administered in grades 3, 6, and 10. A graduation examination will be given at a grade level (that is yet to be determined) to students who will graduate in the year 2000 and subsequent years. ISTEP will include both a nationally norm-referenced component and a criterion-referenced component that measures student achievement relative to the established educational proficiency standards. ISTEP questions will test basic and applied skills.

The basic purposes of ISTEP are to provide information to parents and educators, to compare the achievement of Indiana students to the achievement of students on a national basis, to measure the strengths and weaknesses of school performance, and to assess the effectiveness of state and local educational programs.

Contact: Rick Peters (317) 232-9050

RE:LEARNING SCHOOLS

Re:Learning is a school restructuring program based on the research of Dr. Theodore Sizer, Chairman of the Coalition of Essential Schools. Dr. Sizer conducted a ten-year-long study in high schools in the United States. He determined that there are nine common principles around which effective high schools should be organized so that all students can learn. Re:Learning reflects the unique needs and interests of the local schools and communities.

Key elements of Re:Learning schools include requiring each student to master a limited number of essential skills, teaching and learning in the most personalized manner possible, expecting students to know how to learn and thus how to teach themselves as they prepare to be life-long learners, and awarding diplomas only after students can demonstrate mastery of key subjects and skills. Currently, there are 120 Re:Learning Schools in Indiana.

Teams from Re:Learning schools begin the restructuring process by attending a week-long session during which all parts of the educational process in their schools are examined in depth. School teams then decide if each part is still valid for today's student needs or should be discarded for more educationally sound practices.

Contact: David Wilkinson (317) 233-3604

INDIANA 2000

Indiana 2000 is the legal framework that enables a school, in concert with its community, to create and work toward a vision of the ideal school in which all students can learn. Indiana 2000 is a voluntary process. Currently, 204 schools are officially designated by the State Board of Education as Indiana 2000 schools. Each fall, approximately 80 schools enter the Indiana 2000 process. School communities work for approximately one school year to complete the application. The application itself is really the plan for what type of school a community wishes to have in the future and how it will achieve the creation of such a school. The community, in its application, also addresses its plans for meeting the national goals. In general, schools with successful applications receive designation in May of any given school year.

Contact: Irene Black (317) 232-9154

FREEWAY SCHOOLS

The 1995 Indiana General Assembly passed a bill that allows public and private schools to become freeway schools by entering into a contract with the Indiana State Board of Education to: suspend operation of certain statutes and regulations that regulate school corporations; provide a school-by-school strategy in which character education is demonstrated to be a priority; and establish quantifiable educational benefits that the freeway school will achieve as a condition of retaining its freeway school status.

Contact: Evelyn Sayers (317) 232-6672

TECH PREP

Students often complain to teachers that they don't care about classwork, because it doesn't have any relevance to their future.

In order to keep these students interested in school, Indiana has established the Tech Prep (Technology Preparation) program, which combines rigorous academic standards with innovative, applied learning. Upon graduation, Tech Prep students will have developed the technical abilities and academic skills to pursue a post-secondary education and whatever career they want.

Contact: Terry Fields (317) 232-1829; Patty Shutt (317) 232-9184

CORE 40

Core 40, a program that started in the fall of 1994, requires ninth grade students to work with their parents and guidance counselors to create career and course plans. The plans will direct students toward achievement of life goals beyond high school. By defining requirements for success in future education and work, Indiana Core 40 guides this process.

Indiana Core 40 is a set of essential academic and elective courses that each student is expected to take in order to graduate from high school and go on to higher education. These educational expectations were developed by education, business, labor, and government leaders.

Students who meet the Core 40 standard will be considered for regular admission to Indiana four-year colleges or universities. The Core 40 standards will help Hoosier students succeed in whatever course of study they choose.

Contact: Bob Faton (317) 232-9102 Karen Rasmussen (317) 464-4400

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CORE 40 REQUIREMENTS

1. Take 28 to 30 credits from this list.

SUBJECT	CR.	COURSES
Language Arts	8	Literature, Composition, Speech
Mathematics	6-8	In courses from the following: Algebra I, Geometry, Algebra II, Trigonometry, Calculus.
Science	6	In laboratory science from the following: 2 Biology and 2 Chemistry or Physics and 2 more from Chemistry, Physics, Earth/Space Science, Adv. Biology, Chemistry, Adv. Physics.
Social Studies	6	In courses from the following: 2 U.S. History, 1 U.S. Government, 1 Economics, 1 World History and/or Geography, 1 additional Social Studies course.
Physical Education		1 (two semesters)
Health & Safety		1 (one semester)

2. Choose 8 credits in courses from the list above or the list below:

Foreign Language		*Such as Chinese, French, German, Italian, Japanese, Latin, Russian or Spanish;
Arts		*Visual Arts, Music, Theatre Arts or Dance;
Computers		*Computer Applications, Computer Programming;
Career Area	6	In a logical sequence from a technical career area.

3. Choose 2 to 4 more credits from any course at the school.

** Number of credits not specified.*

Source: Indiana Department of Education.

INDICATOR 1:

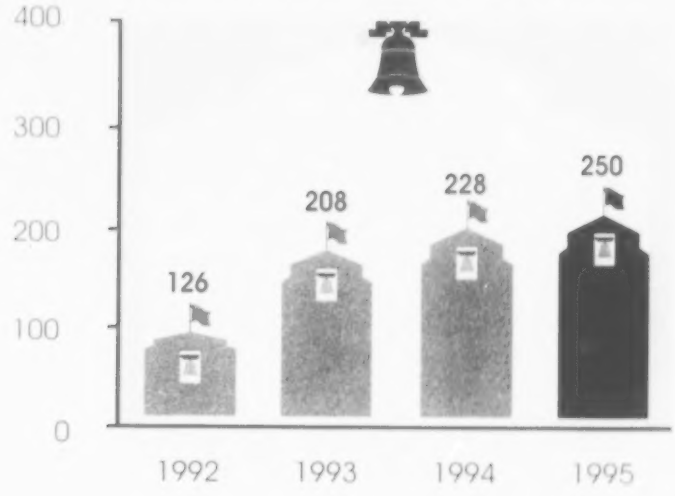
SCHOOL IMPROVEMENT

ISSUE

In the past, a primary function of schools was to sort students into workers and managers so they could assume the assigned role in an industrial setting. To accomplish this, students were often assigned to rigid "tracks," which led to one or the other type of work. If the students decided to try to take a different path after high school, they often found their options limited due to a narrow high school preparation with low expectations. However, back then, students who had dropped out of high school could often find good paying jobs in industry. As we move progressively toward a high technology/information society, students will not only need to learn vastly different and more complex skills from previous generations, but will need continuing education beyond high school to keep abreast of a rapidly changing world. The future of our nation depends on how well students can think and make judgments about the critical issues facing us. Having a positive attitude toward life-long learning will also be required. Schools must change in order to meet the learning needs of students in today's world.

For these important reasons, Indiana has made it a goal that by 1997, school restructuring will be taking place in 75% of Indiana schools.

RESTRUCTURING SCHOOLS



Source: Indiana Department of Education

LONG-TERM OBJECTIVE

By the year 2000, all Indiana schools will understand the need for school restructuring and will have the opportunity to participate in school restructuring through Indiana 2000 and/or Re:Learning.

STRATEGIES

Provide technical assistance, the latest research information and a quick response to requests from individual schools for restructuring support.

Work with communities and superintendents in encouraging their schools to seek Indiana 2000 designation.

Encourage and support schools in applying for Indiana 2000 designation by offering them planning grants.

Provide opportunities for professional development through Indiana 2000, Re:Learning, the Advanced Placement program, Tech Prep, and the Office of Program Development.

Provide opportunities to network with other schools in order to provide support to each other's restructuring process. Networking opportunities will also be provided to schools that are just beginning the process so they may learn from individuals who are experienced in the restructuring school's process.

Create a statewide network of persons with expertise in areas related specifically to restructuring. Create a mechanism through which this expertise is available to interested schools.

Complete the work of Performance-Based Accreditation, the North Central Association, and Indiana 2000 to consolidate the three application processes, thus making it easier for a school to qualify for all three.

Continue the local development of School Improvement Plans through Performance-Based Accreditation.

INDICATOR 2:

WORLD-CLASS STANDARDS AND COMPREHENSIVE ASSESSMENTS

ISSUE

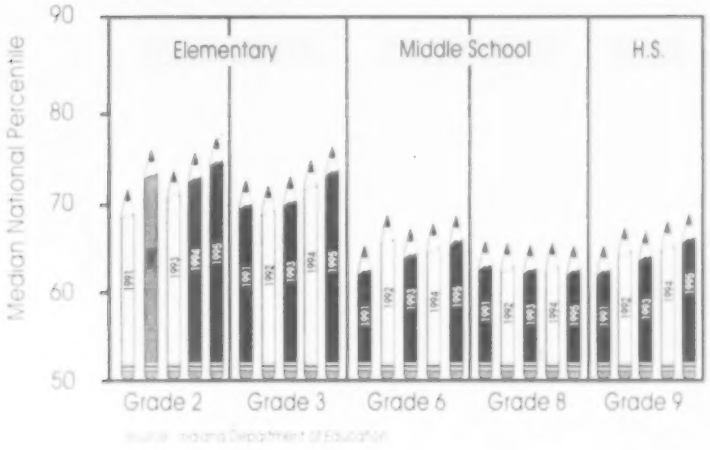
Educators and policy-makers alike have recognized that standardized assessments alone do not adequately measure student achievement. However, they are a key tool in providing information to parents and educators. Assessments allow the state to compare the achievement of Indiana students to the achievement of students on a national basis, to measure the strengths and weaknesses of school performance, and to assist the effectiveness of state and local educational programs.

STATUS

Currently, student achievement is measured through the Indiana Statewide Testing for Educational Progress (ISTEP) program.

As newly revised by the Indiana General Assembly in 1995, the Indiana Statewide Test for Educational Progress (ISTEP), Indiana's statewide assessment, will be administered in grades 3, 6, and 10, beginning in 1995-96. A graduation examination will be given at a grade level (that is yet to be determined) to students who will graduate in the year 2000 and subsequent years. ISTEP will include both a nationally norm-referenced component and a criterion-referenced component that measures student achievement relative to the established educational proficiency standards. ISTEP questions will test basic and applied skills.

ISTEP Scores



Source: Indiana Department of Education

In addition, based on recommendations from Governor Bayh and State Superintendent of Public Instruction Dr. Suellen Reed, the General Assembly appropriated a substantial increase in dollars for student remediation.

LONG TERM OBJECTIVE

By the year 2000, standards and assessments will test skills and knowledge in English, mathematics, science, history, and geography for grades 3, 6, and 10.

STRATEGIES

Continue to update essential skills standards and the comprehensive assessment system.

Adopt essential skills content standards for the designated grade levels in English, Language Arts, and Mathematics.

INDICATOR 3:

STUDENT ACHIEVEMENT

ISSUE

For the last decade, Indiana students have ranked near the bottom when state-by-state student achievement scores are compared with student achievement nationally.

STATUS

The number of students earning Academic Honors Diplomas increased from 2.8% of graduating seniors in 1988 to 3.9% in 1989, 5.5% in 1990, 7.7% in 1991, 9.1% in 1992, 10.1% in 1993, 11.8% in 1994, and 13% in 1995.

Indiana fourth-graders scored better than the national average in the first ever state-by-state results of a national test of reading proficiency conducted by the National Assessment of Educational Progress. Hoosier students ranked tenth, tied with 6 of the other 41 states tested for overall proficiency.

The state began paying the fee for students to take the English lanuage and composition Advanced Placement exam in 1991, which resulted in a 700% increase in the number of students taking the exam and a 45% increase in the number of students scoring well enough to earn college credit.

The Advanced Placement Program was expanded in 1994 to include payment of student testing fees in English language and composition, along with biology, calculus, chemistry, and physics.

Once the state's assessment policy is resolved, benchmarks will be set regarding student participation in statewide comprehensive assessment.

LONG-TERM OBJECTIVE

By the year 2000, Indiana students will rank at least at the national average in student performance measures in English, mathematics, science, history, and geography.

STRATEGIES

Improve the likelihood of student success by ensuring sound early childhood experiences through Step Ahead.

Continue Prime Time to ensure low class sizes in the primary grades.

Increase opportunities for daily remediation through 4R's and the Buddy System so that students do not fall behind.

Encourage more students to earn Academic Honors Diplomas.

Ensure that high school students take challenging courses by replacing lower-level courses with a "hands-on" approach to challenging curricula through Tech Prep.

Encourage students to take challenging courses by expanding the Advanced Placement Program to include other academic and technical areas in addition to mathematics and science.

Provide alternative learning environments for students who are not able to achieve in the regular classroom.

Provide professional development opportunities for teachers through Indiana 2000 schools, Re:Learning, the Advanced Placement program, Tech Prep, and other new programs.

Certify student achievements as part of their permanent records and portfolios.

Establish Certificates of Achievement to provide certification of student competency and college credit in academic and technical skill areas.

Identify mathematics and science competencies for both Tech Prep and college prep courses so all Core 40 courses meet college admissions requirements.

STUDENTS QUALIFYING FOR ADVANCED PLACEMENT

	1990*	1991*	1992	1993	1994	1995
U.S. History	253	344	412	386	381	411
Biology	84	278	268	360	470	580
Chemistry	94	209	274	330	358	459
Computer Science	29	27	19	13	30	37
Economics	63	82	137	127	216	168
European History	67	86	70	83	66	106
Government	124	85	115	140	135	176
Calculus	259	764	912	1253	1446	1415
Physics	19	149	129	205	272	225
English	666	676	771	845	1512	1661
Total	1758	2700	3107	3742	4886	5238

*Data Corrected after 1992 Progress Report

Source: Indiana Department of Education

ISTEP

Proficiency Content Standards
Grade 3

I. Mathematics Fundamentals

-Solve word problems.
-Use logical reasoning to solve problems.
-Develop a sense of whole numbers.
-Develop place-value concepts for whole numbers.
-Develop a sense of fractions and decimals.
-Develop computation and estimation skills for whole numbers.
-Recognize, describe, draw, classify, and compare geometric objects.
-Develop spatial sense.
-Estimate and measure using standard and nonstandard units.
-Use data analysis and probability to analyze given situations and outcomes of experiments.

II. Mathematics Applications

-Develop problem-solving abilities.
-Communicate understanding of mathematics.
-Develop reasoning skills.
-Recognize and develop mathematical connections.

III. Reading Comprehension

A. Select and apply effective strategies for reading.

1. Understand the meaning of words on the basis of their context.
2. Determine the literal meaning of written text.
3. Elaborate on meaning.

B. Comprehend developmentally appropriate materials, including: familiar signs; picture books; predictable books, nursery rhymes, poems, and fairy tales; textbooks and learning materials; and other materials.

1. Gather information from written text.
2. Distinguish between reality and fantasy.
3. Determine cause/effect relationships.
4. Make predictions from what is read.
5. Categorize.

IV. Language Mechanics and Vocabulary

-Understand accepted punctuation rules and conventions.
-Understand correct rules and conventions of capitalization.
-Recognize synonyms, antonyms, and homonyms.
-Understand origins/development of words.

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V. Writing

- Write for different purposes and audiences to produce picture books; stories; rhymes and poems; and personal and informational messages with emphasis on content.
- Communicate effectively with readers and follow accepted conventions (grammar, word usage, mechanics) of written language.
- Use literature, predictable books, and poems as a stimulus for writing.
- Write drafts with emphasis on content.

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ISTEP

Proficiency Contents Standards
Grade 6

I. Mathematics Fundamentals

-Solve word problems.
-Use logical reasoning to solve problems.
-Reinforce an understanding of the place-value system for whole numbers and decimals.
-Reinforce an understanding of fractions, and develop an understanding of percent, integers, and irrationals.
-Develop computational proficiency within the set of real numbers.
-Develop estimating skills with whole numbers, fractions and decimals with applications to measurement, geometry, and problem solving.
-Develop an understanding of geometric terms and concepts and apply those concepts to problem-solving activities.
-Develop measurement skills using customary and/or metric units.
-Collect, organize, analyze, and interpret data through the use of fundamental analysis procedures and communicate appropriate conclusions.
-Develop an understanding of the basic concepts of probability and an ability to apply these concepts to making appropriate predictions.

-Develop an understanding of ratios, proportions, and percents with applications to problem solving.
-Develop explorations of algebraic concepts and processes.

II. Mathematics Applications

-Develop strategies for solving problems through translating data into mathematical language.
-Develop and practice effective communication using the language of mathematics.
-Develop reasoning skills and apply them to problem-solving activities.
-Recognize and make connections.

III. Reading Comprehension

A. Select and apply effective strategies for reading.

1. Understand the meaning of words on the basis of their context.
2. Determine the literal meaning of written text.
3. Choose the best word, phrase, or sentence for clarity, coherence, unity.
4. Understand elements of story structures, including theme, characters, setting and plot.
5. Make comparisons and predictions from what is read.
6. Draw conclusions.

B. Comprehend developmentally appropriate materials, including: stories, chapter books, textbooks and informational materials, student writing, audio-visual media, and reference materials.

1. Gather information from various sources.
2. Identify reference/information sources.

C. Use prior knowledge and content area information to make critical judgments.

1. Make inferences from written text.
2. Distinguish between reality and fantasy.
3. Determine cause/effect relationships.
4. Distinguish between fact and opinion.

IV. Language Mechanics and Vocabulary

1. Understand accepted punctuation rules and conventions.
2. Understand correct rules and conventions of capitalization.
3. Recognize correct spelling of words.
4. Identify correct use of grammar and conventions in written materials.
5. Recognize synonyms, antonyms, and homonyms.
6. Understand origins/development of words.

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V. Writing

- Write for different purposes, including personal narratives; messages; letters; logs of ideas and information; lists and charts; and responses to literature.
- Produce final products that communicate effectively with readers and follow accepted conventions (grammar, usage, mechanics) of written language.
- Use literature as a stimulus for writing.

ISTEP

PROFICIENCY CONTENT STANDARDS
GRADE 10

1. Mathematics Fundamentals

-Solve word problems.
-Use logical reasoning to solve problems.
-Develop an understanding of basic algebraic concepts and skills, and apply those skills requiring algebraic manipulation to solve equations and inequalities.
-Develop an understanding of elementary functions, their graphs, and their applications to the real world.
-Develop an understanding of two-and three-dimensional geometric figures as they apply to realistic problems.
-Develop an understanding of descriptive statistics.
-Develop an understanding of probability.
-Use computational skills and concepts with appropriate technology and/or paper and pencil to solve simple word problems.

II. Mathematics Applications

-Select and apply problem-solving methods in a realistic context.

-Communicate orally and in writing mathematical ideas, as well as their power and usefulness, as they apply to the real world.

-Use inductive and deductive reasoning to solve problems.

-Understand the connections and relationships between various mathematical topics and their applications to the real world.

III. Reading Comprehension

A. Select and apply effective strategies for reading

1. Read from and understand more than one point of view.
2. Make and defend judgments about material.
3. Use context to determine meaning of words and/or text.
4. Choose the best word, phrase, or sentence for clarity, coherence, unity.

B. Comprehend developmentally appropriate materials, including, but not limited to a broad variety of literature, including adolescent novels; magazines and newspapers; and directions on forms and products.

Acquire information from a variety of print sources.

C. Use prior knowledge and content to make critical judgments.

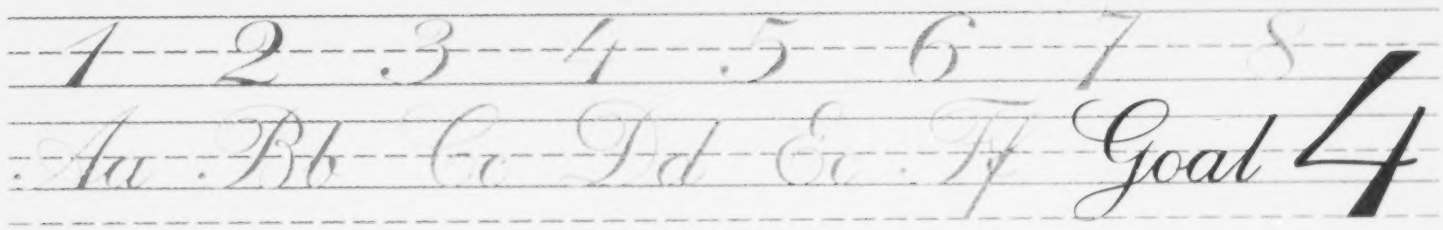
1. Distinguish between relevant and irrelevant information.
2. Recognize and understand the use of language to influence the reader's opinion.
3. Make critical judgments.
4. Distinguish between objective and subjective presentations of information and events.
5. Compare and contrast presented material.
6. Distinguish between fictional and nonfictional accounts.
7. Identify cause and effect relationships.
8. Make inferences from written text.

IV. Language Mechanics and Vocabulary

1. Understand accepted punctuation rules and conventions.
2. Understand correct rules and conventions of capitalization.
3. Recognize correct spelling of words.
4. Identify correct use of grammar and conventions in written text.
5. Recognize synonyms, antonyms, and homonyms.
6. Use correct language syntax.
7. Understand origins/development of words.
8. Understand correct noun/verb agreement.

V. Writing

- Write for different purposes and audiences to produce personal and informational essays, reflective pieces, persuasive pieces, business letters, simple forms, and directions.
- Understand the process of writing and know a variety of strategies to organize and generate ideas.
- Write a draft, rethink and revise content as appropriate for audience and purpose; edit and proofread for grammar, word usage, mechanics, and spelling.
- Prepare a final draft that follows accepted language conventions.
- Synthesize and analyze information.



MEETING THE CHALLENGE 1995

CONTINUING TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

BY THE YEAR 2000,
the nation's teaching force will
have access to programs for
the continued improvement of
their professional skills and the opportunity
to acquire the knowledge and skills
needed to instruct and prepare all
American students
for the next century.

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When Marcia Capuano began teaching in 1965, educating children was much like manufacturing products. In the days before intense global competition and pervasive high-technology, the focus of schools and workplaces was quantity, not quality.

At that time, the most important thing in factories was to keep the assembly line running, to meet the quota and stack the inventory. Faulty products and defective parts were accepted as the occasional result of human-driven mass production. On the assembly line, wages were high, skills were low.

Thirty years ago, education meant teaching — the process of delivering knowledge, not receiving it. When Marcia Capuano left college, teaching certificate in hand, she was confident of her ability to do as she was trained. She would lecture; her students would listen.

In 1965, few were concerned with the results. Did every product work? Did every child learn? There was room for waste and there were always jobs to fill. So much has changed.

Locked in a worldwide economic battle, today's businesses must continuously improve. Simply put, to stop advancing means to stop existing. We have reached a time when every product must be perfect and every employee must perform at his or her maximum potential. Low wages and economic insecurity await those who cannot be trained and retrained, and retrained again.

Today, Marcia Capuano is recognized as one of the country's finest educators because she has not only embraced these dramatic transformations, she has harnessed change to work for the betterment of all children.

The national award-winning principal of H.L. Harshman Middle School in Indianapolis constantly seeks out professional development opportunities for herself and her staff. "Educators today must understand the complexities and demands of the environment in which we send our students," said Marcia. "What is changing? How do we adapt and prepare ourselves and our students to meet new challenges?"

"Knowing that all children must leave our schools today equipped with the ability to think and problem solve in order to be lifelong learners has stimulated educators to constantly ask ourselves, 'Is learning taking place?'" Marcia stressed.

Indiana prides itself on the experience and professionalism of all of our educators, and we commit ourselves to continuing to expand opportunities to maintain their exceptional quality.

Marcia Capuano, Principal
Harshman Middle School, Indianapolis

INDIANA INITIATIVES

PRINCIPALS' TECHNOLOGY LEADERSHIP TRAINING

The Principals' Technology Leadership Training Program (PTLT) involved 704 principals who were introduced to the use of technology in school administration and to the use of electronic messaging and database access via IDEAnet (the toll-free, statewide Indiana Department of Education Access Network). After completing sessions in hands-on computer training, principals were given $500 by the state toward the purchase of equipment and/or software for their schools.

Contact: Carolyn White (317)232-9182

TECHNOLOGY ASSOCIATES

The Technology Associates program is designed to assist local schools with staff development for K-12 teachers. A cadre of 150 experienced educators has designed training programs to respond to the individual needs of requesting schools.

Indiana has put staff training ahead of capital expenditures in its effort to prepare teachers for new technology. As a result of the state's 1985 landmark legislation that required teachers to take computer literacy courses, 26,000 teachers enrolled in classes at regional centers. Staff training is now in the hands of local school corporations with the assistance of the Technology Associates' cadre.

The Technology Associates Program conducts approximately 100 training sessions each school year and 50 to 60 specialized workshops during the summer.

Contact: Carolyn White (317)232-9182

C.L.A.S.S. (CONNECTING LEARNING ASSURES SUCCESSFUL STUDENTS)

Since 1990, the Indiana Department of Education has funded a professional development initiative called C.L.A.S.S. (Connecting Learning Assures Successful Students). C.L.A.S.S. is designed to transform the traditional school into a community of lifelong learners. Teachers learn about cooperative learning, thematic instruction, and other educational innovations. With follow-up coaching, they learn how to tailor these innovations to their own individual teaching styles, to the needs of their students, and to an overall school vision.

For a school to be eligible for C.L.A.S.S., the principal and the corporation superintendent must agree in writing to a two-year commitment to the program. Participating schools receive a small stipend per teacher to help cover release time and supplies. The number of C.L.A.S.S. schools has grown from 5 in 1990-91 to 115 in 1994-95, with another 30 schools from earlier training sessions continuing to participate at their own expense. In 1993-94, 1,578 teachers benefited from the C.L.A.S.S. professional development process.

Contact: Barbara Pedersen (317) 482-2000

Rules Revision

The Indiana Professional Standards Board (IPSB) has initiated rules revisions for the preparation and licensure of educational professionals. The IPSB has approved the formation of sixteen advisory groups, composed primarily of prekindergarten through grade six educators, to develop standards for teachers of various subjects and student developmental levels.

In addition, three collaborative initiatives were begun to link external groups with the Board's redesign efforts. First, the Indiana Association of Colleges for Teacher Education appointed three task forces to make recommendations for the rules revision process. Second, the Indiana Association of School Principals sponsored a standing external committee to make recommendations concerning the preparation, licensure, assessment, induction, and continuing education of building-level administrators. Third, a panel composed of the chairpersons and two members from four policy-making groups coordinated and collectively supported Indiana's pre-kindergarten through grade 12 reform efforts. The policy-making groups involved include the Indiana Professional Standards Board, the State Board of Education, the Commission for Vocational Technical Education, and the Commission for Higher Education.

Contact: Tom Cox (317) 232-9023

Teacher Leadership Academy

The Central Indiana Education Service Center initiated the Teacher Leadership Academy. This program offers the most current research-based methodology and technology for master teachers over a 2-year period encompassing 20 days of in-service. The teachers completing the Teacher Leadership Academy program will be Teacher Leaders in their school districts. This program has received national recognition and six states outside of Indiana will be replicating the program model next year.

Contact: Tom Pagan (317) 387-7100

Teacher Technology Fellowships

Teacher Technology Fellowships of up to $2,000 were awarded to 31 teachers involved for two years or more with the C.L.A.S.S. (Connecting Learning Assures Successful Students) program. The fellowship reinforces effective teaching practices with technology. Fellows learn to use technology in student portfolios, multimedia production, student-produced newspapers, video production, integration of the arts into the curriculum, distance education, and problem solving.

Contact: Carolyn White (317) 232-9182

SHARED INFORMATION SERVICES

The Shared Information Services (SIS) is comprised of four lending libraries that offer teachers, administrators, and parents a variety of commercial and locally developed materials for gifted/talented classes. The SIS centers average 500 visits annually to individual schools and were used in 1993-94 by 7,107 patrons at the four locations. In addition, the State Instructional Material Service provided high quality instructional video programs and other materials to public and non-public elementary and secondary schools at the lowest practical cost. In the past year, 94% of school corporations used the service with an average of 45 items of curriculum-related instructional material ordered each school day.

Contact: Patty Garrett (317) 232-9106

INDICATOR 1:

REFORM IN TEACHER PREPARATION AND INDUCTION

ISSUE

Reforms in teacher preparation and induction must be accompanied by changes in continuing professional development practices.

STATUS

Currently, incentives and requirements are not designed to encourage pre-kindergarten through higher education faculty to participate in professional development activities linked to school reform or goals for student achievement. As part of the IPSB's rules revision process, requirements for re-licensure and continuing education will be addressed.

Since 1987-88, first-year teachers with standard or reciprocal licenses have been required to serve one-year internships under the guidance of a mentor teacher. The mentor is responsible for observing, advising, and supporting the beginning teacher. The school principal formally evaluates the beginning teachers and is ultimately responsible for determining the success of the internship.

Local school corporations tailor their own internship programs according to general guidelines provided by the state. Since 1987, fewer than 3% of all beginning teachers have had to repeat the program or have been denied continued certification. The state has allocated about $1.8 million per year to the program, which has served nearly 12,000 Indiana teachers since its inception.

LONG-TERM OBJECTIVE

State and local incentive systems (salary, promotion, re-licensure policies) will be implemented, which will result in increased faculty participation in professional development activities. By the year 2000, all new education professionals (teachers, administrators, etc.) will participate in a structured induction process.

STRATEGIES:

Consider changes in state requirements for re-licensure to enable teachers to receive re-licensure credit for either college courses or state-approved renewal units.

Design courses and other programs for re-licensure that focus on teaching knowledge and skills linked with school improvement plans.

Consider local and state initiatives for teachers who complete the process for certification by the National Board for Professional Teaching Standards.

Consider the use of portfolio assessment for beginning teacher induction and granting of local "professional development units" and state renewal units.

Strengthen requirements for professional development for campus-based teacher education faculty.

Ensure that higher education faculty has opportunities to develop expertise in Indiana's teacher education and student reform efforts.

Increase the number of experienced teachers who are serving as mentor teachers for the first time.

Promote continued funding of the Beginning Teacher Internship Program.

INDICATOR 2:

PROFICIENCY-DRIVEN STANDARDS AND ASSESSMENTS FOR TEACHER PREPARATION

ISSUE

Teacher preparation, induction, and licensure requirements must be congruent with student academic achievement expectations.

STATUS

A movement of reform in teacher education, induction and licensure is underway. The Indiana Professional Standards Board (IPSB) has committed itself to revising its rules based on proficiency-driven standards. The Board has adopted ten core standards describing the knowledge and skills to be expected of all teachers upon entering the classroom.

Two pilot advisory groups were appointed by the IPSB to recommend proficiency-driven standards for mathematics and early adolescence/generalist teachers that would build on the core standards adopted by the Board. In 1995, standards recommended by these groups were disseminated to education stakeholders across Indiana for comment and revision.

LONG-TERM OBJECTIVE

All students will achieve at higher levels due in part to increased competence of their teachers.

STRATEGIES

Appoint committees to consider implications of proficiency standards and assessments for rules governing the preparation, licensure, induction and re-licensure of education professionals.

Distribute advisory group recommendations statewide for extensive feedback and revision.

Implement pilot teacher preparation, induction and continuing professional development programs based on proficiency-driven standards and assessments.

Continually evaluate new standards and assessments to ensure that they are linked to Indiana student academic achievement expectations.

INDICATOR 3

NUMBER OF EMERGENCY LICENSED TEACHERS

ISSUE

In order to ensure that all students have well-qualified teachers, there must be an effective means of reducing the number of emergency licensed teachers.

STATUS

During 1994-95, the number of individuals teaching on limited licenses increased by 7% from 1993-94. While the number of limited licenses issued is small (828), they are still of concern, because most are issued to teachers of special education classes in urban areas—Indiana's most at-risk population.

It is anticipated that the proficiency-based rules revision begun by the Indiana Professional Standards Board will help to alleviate this situation in at least two ways: licensing areas are expected to be broadened, thus enabling more teachers to meet the standards in more areas; and teacher education requirements will become more flexible, thus enabling program providers to develop innovative programs to meet the needs of the state. A committee formed by the Indiana Association of Colleges for Teacher Education is currently examining alternative approaches to teacher preparation that could meet the state's need for teachers in specific areas and also address the experience and capabilities of people wishing to enter the teaching profession as a second career.

LONG-TERM OBJECTIVE

All students will be taught by teachers who meet Indiana's licensing standards.

STRATEGIES

Develop alternative preparation routes.

Develop additional preparation programs in shortage areas.

Develop incentives for students to enter preparation programs in shortage areas.

Expand Beginning Teacher Internship Program to include all new teachers.

Streamline licensure system so that licensing areas are broader and less cumbersome.

INDICATOR 4:

SUPPORT FOR PROFESSIONAL DEVELOPMENT

ISSUE

Professional growth among teachers will not occur without the active support of building principals, superintendents, school boards, and parents. Teachers and administrators need to receive support for in-service education or professional development.

STATUS

Indiana requires schools to plan for professional development as part of the state accreditation and school improvement process. It permits schools to "bank" time for teachers' professional development by extending the school day. Schools are also encouraged to be innovative, as long as a clear strategy for overall school improvement prevails. These policies are expected to encourage teachers to participate in and profit from professional development.

LONG TERM OBJECTIVE

By the year 2000, all Indiana school corporations will have adopted a district policy that supports professional development.

STRATEGIES

Review the research on uses of instructional time to learn how schools, districts, and the state might reschedule days and years to free teachers for professional development.

Consider funding for multiple types or forms of professional development initiatives to best meet the needs of the state, schools, and practitioners.

Continue funding professional development grants to teachers and school corporations.

Continue to link professional development to school improvement plans.

Encourage local school districts to establish a line item in their budgets to support professional development.

PROFESSIONAL DEVELOPMENT PROGRAMS AND POLICIES		
LOCAL POLICIES	STATE PROGRAMS	FEDERAL PROGRAMS
Funding of Release Time for Teachers to Attend • State and national conferences • Inservice Programs	Performance-Base Accreditation • School Improvement Plans	Title I: Helping Disadvantaged Children Meet High Standards
Salary Schedules • Graduate coursework • Advanced degrees	Gifted/Talented Education Indiana Principals' Leadership Academy	Title II: Eisenhower Professional Development
Accumulated (Banked) Time	Indiana 2000	Learn and Serve America
Professional Commitment to Personal Development	Department of Education • Topical Workshops • Technical Assistance • Professional Training	Title III: Technology for Education
Collective Bargaining Contracts • Time beyond State required 180 days of student instruction • Association sponsored inservices • Local orientation activities	Beginning Teacher Internship Program	Title IV: Safe and Drug Free Schools and Communities
	Re:Learning	Educate America Act
	PRIME TIME	Title V: Promoting Equity
	Connected Learning Assures Successful Students (CLASS)	Title VI: Innovative Education Program Strategies

INDICATOR 5:

SUPPORT THROUGH FORMAL TEACHER INDUCTION PROGRAMS

ISSUE

Experienced teachers have a savvy born of thousands of practical encounters with real classrooms that not even their brightest colleagues fresh out of teacher education programs can match.

Frequently, new teachers are put into "sink or swim" situations with nothing more than student teaching experiences on which to rely. New teachers should have frequent opportunities to learn from experienced and successful teachers who have proven their excellence. This means providing time and materials for the experienced and new teachers to meet and develop strategies for increasing teaching skills and improving student learning.

STATUS

Since 1988-89, all first-year teachers have been required to serve one-year internships under the guidance of mentor teachers. The mentor is responsible for observing, advising, and supporting the beginning teacher. The school principal periodically evaluates the beginning teacher and is ultimately responsible for determining the success of the internship.

Local school corporations develop their own internship programs based on general guidelines provided by the state. Since 1988, fewer than 3 percent of all beginning teachers have had to repeat the program or have been denied continued certification. Mentor teachers generally receive a $600 stipend and five days of release time to carry out their responsibilities. The state has allocated about $1.8 million per year to the program, which has served nearly 10,000 Indiana teachers since its inception.

The number of beginning teachers continues to rise. In 1994-95, 1,477 teachers entered the Beginning Teacher Internship Program. This program was created by statute in July 1992 and is directed by the Indiana Professional Standards Board. Beginning teachers totaled 1,446 in 1992-93 compared to 1,374 in 1989-90.

LONG-TERM OBJECTIVE

By the year 2000, all first-year teachers will have a mentor teacher assigned to them.

STRATEGIES

Increase the number of experienced teachers who are serving as mentor teachers.

Promote continued funding of the Beginning Teacher Internship Program.

Hold seminars periodically throughout the year for the beginning teachers, their mentors, principals, and university educators for the purpose of addressing various issues that first-year teachers face.

INDICATOR 6:

PARTICIPATION IN PROFESSIONAL DEVELOPMENT ACTIVITIES

ISSUE

The main reason professional development is so important today is that teachers are being asked to do more than ever before, and they need additional skills to do it. Because Indiana's teaching force is relatively experienced, much of this training will need to come in the form of professional development for practicing teachers.

The average teacher in Indiana has been teaching for 15.3 years, slightly above the national average of 14.5 years. Almost two thirds of Indiana teachers have over 10 years of experience, according to IDOE figures. Moreover, when schools hire teachers, they do not always hire new teachers straight out of

college. According to a recent RAND study, in the late 1980's almost 60 percent of new hires in Indiana were experienced teachers. Therefore, it is essential that large percentages of teachers and administrators, if not all, should participate in various professional development programs throughout the school year.

STATUS

Professional development in American public schools is very complex. Federal dollars fund professional development programs such as the Eisenhower Math and Science Programs, as well as the local professional development components in special education, vocational education, and Title 1.

The Indiana Department of Education (IDOE) held focus groups with teachers and others to determine the best strategies for providing professional development programs. Last fall, two initiatives were implemented for mathematics and language arts teachers. The goal of both programs was to help teachers understand how to assess students' needs and how to use assessment instruments to improve their students' skills.

The mathematics program has trained 75 facilitators who offered 12 MATHA (Mathematics Assessment: The Hoosier Alternative) workshops to school personnel. Over 2,000 K-8 math teachers participated in the workshops, after which teachers discussed the new assessment system with other faculty members.

PRIME TIME teachers and instructional assistants had access to professional development through workshops, summer camps, and school visits to implement developmentally appropriate practices. Teachers were able to realize the benefits of class-size reduction and gain a better understanding of early childhood research.

The IDOE sponsored four professional development activities that addressed change based on the Coalition of Essential Schools' Nine Principles. These workshops offered 150 teachers and administrators insights and strategies for redesigning their classroom practices. The activities presented were developed by classroom practitioners who shared their own experiences in restructuring their classrooms.

Over 800 principals participated in the Indiana Principal Leadership Academy (IPLA). The Academy provides public school principals with a professional development experience intended to blend both effective leadership and efficient management practices essential to systemic school improvement. Encompassing 18 days over a 2-year period, IPLA takes principals in cohort groups of 20 through 4 critical phases of growth: 1) Leadership; 2) Communications; 3) Culture; and 4) Programs. Participants are guaranteed each day that they will leave with at least one idea of immediate "back-home" application.

The Technology Connection Teaching and Learning program has designated the school library media coordinator as head of a team to develop strategies for training teachers who then support other teachers. This program has provided grants to 60 school districts to enhance technology at the local level.

About 1,800 Indiana educators attended a 2-day "effectiveness conference" to share ideas and research on family involvement and self-esteem in reading and mathematics achievement. A series of Parent Improvement Institutes also was conducted for building-level teams comprised of 530 parents, teachers, administrators, and Chapter 1 staff. The teams assist in developing research-based plans for enhancing their Chapter 1.

Long-Term Objective

By the year 2000, all Indiana teachers will actively participate in one or more professional development activities.

Strategies

Encourage schools to develop long range professional development plans for its teachers.

Encourage schools to make better use of technology in providing professional development opportunities.

Continue to use a cadre of teachers to assist the IDOE in providing staff training on curricular innovations.

Continue the development of a video training series to assist local school districts in providing flexible professional development opportunities.

Components of Effective Training

*Duration: a series of workshops spaced over time.

*Scheme: theory/demonstration/practice/feedback/coaching.

*Follow-up: some form of structured interaction among participating teachers, whether peer coaching or study groups.

*Cadre: a group of teachers who receive additional training and who can continue training when the outside consultants depart.

Indicator 7:

Teacher influence over school policy, planning, and teaching

Issue

As school districts continue to examine the merits of site-based management and decision making, it has become evident that classroom teachers should be included in developing school policies. Under many site-based management plans, teachers carry the responsibility to forge a coherent vision for the school.

Most of the literature regarding professional development suggests teachers should have time to conduct self-assessments and peer reviews; they also need time to plan strategies. All of these things require greater autonomy for the classroom teacher. Schools

must be prepared to schedule school-oriented professional development to permit teachers to work together on plans for school improvement.

STATUS

In 1987, the State Board of Education was directed "to establish a performance-based accreditation (PBA) system for schools" in the state. Professional development is specifically addressed in PBA's school improvement planning process. It is one of nine correlate areas that schools must incorporate in their improvement processes and written improvement plans.

The IDOE Division of Performance-Based Accreditation provides consultation services to schools pursuing accreditation. Ongoing small-group sessions provide clarification about compliance with legal standards and teach analysis of student achievement data.

Over 100 elementary, middle, and high schools participate in the RE: Learning initiative which has identified nine principles necessary for school reform. Over 2,000 educators are engaged throughout the year in professional development focused on curriculum, instruction, assessment, and school change. This program uses the Essential School model called "Trek" which places three schools together in what is called a critical friends group. This group meets three times during the year to evaluate themselves and report on progress they are making toward school goals. There is also a curriculum and instruction institute which has one follow-up session during the school year.

The IDOE Office of Program Development focuses on curriculum, instruction, and assessment in fine arts, foreign languages, mathematics, language arts, physical education, science, and social studies. Each area developed curriculum proficiency guides and conducted professional development activities for teachers in elementary, middle, and high schools. The staff conducted over 500 curriculum proficiency workshops that were attended by 14,000 teachers and administrators. The workshops focused on authentic performance assessment and content integration.

IDOE produced nearly 200 staff training videotapes to assist approximately 194 school districts in implementing their professional development programs. Videotape training assures that all school districts receive the same information; it also enables school districts to conveniently schedule training opportunities for independent study at the learner's convenience. The cost of the video-based training is much lower than the cost of traditional training.

ACTIVITIES THAT PROMOTE COLLABORATION IN SCHOOLS

*Teacher involvement in designing and implementing professional development activities
*Peer observation
*Peer coaching
*Discussion groups
*Study groups
*Leadership teams
*Teacher networks
*Computer networks

LONG-TERM OBJECTIVE

By the year 2000, all Indiana teachers will be actively involved in the development and implementation of individual school policies and school improvement plans.

STRATEGIES

Shift primary responsibility for professional development design and implementation to the school site.

Encourage schools to involve teachers in the design and implementation of professional development.

Encourage schools to use flexible scheduling to allow teachers an opportunity to work together to develop and carry out plans for school improvement.

Develop a comprehensive state policy for the creation of school-oriented professional development plans.

INDICATOR 8:

PARTNERSHIPS THAT PROVIDE SUPPORT PROGRAMS FOR THE PROFESSIONAL DEVELOPMENT OF EDUCATORS.

ISSUE

The educational community and its partners are in agreement that the classroom teacher is the key educator. Nonetheless, education literature encourages the establishment of partnerships that will promote community stakeholders' involvement and support of schools and professional development programs for educators.

STATUS

The 1994-95 school year saw professional development activities focused around the area of assessment and in meeting individual needs within the classroom. Some of the activities included: portfolio assessment, choosing appropriate technology, counseling for career awareness, teaching visual literacy, middle level education, using the internet in the classroom, gifted and talented, and making reading connect to science and math.
The nine regional Education Service Centers and the Indiana Council for Economic Education have assisted the IDOE in promoting cooperative planning and helping participating school districts meet specific educational needs.

The Education Services Centers provide professional development activities such as in-service training for K-12 educators based on the needs identified by member schools. The centers continue to expand their professional development resource library based on member recommendations.

The Southern Indiana Education Service Center houses the Professional Video Library for all Indiana Education Service Centers. During the 1994-95 school year, over 1,500 professional development videos were lent to Education Service Center member schools throughout the state. The Professional Video Library consists of over 300 titles of current professional

development videos that are available to all Indiana educators who are members of an Educational Service Center.

The Indiana Economic Education Council conducted 160 workshops which involved approximately 4,000 teachers. The Junior Achievement also conducted workshops and in-service programs throughout Indiana, often using IDOE curriculum materials. IDOE spearheaded the third annual Econ Expo regional conference for economic educators, K-12. Over 220 teachers from Indiana, Kentucky, Ohio, and Illinois attended the conference.

LONG-TERM OBJECTIVE

By the year 2,000, all school districts will have formulated educational partnerships that help support professional development.

STRATEGIES

Support the continued funding of Education Service Centers.

Promote school/business partnerships.

Identify ongoing education collaboration efforts to involve community stakeholders.

EDUCATION SERVICE CENTER WORKSHOPS

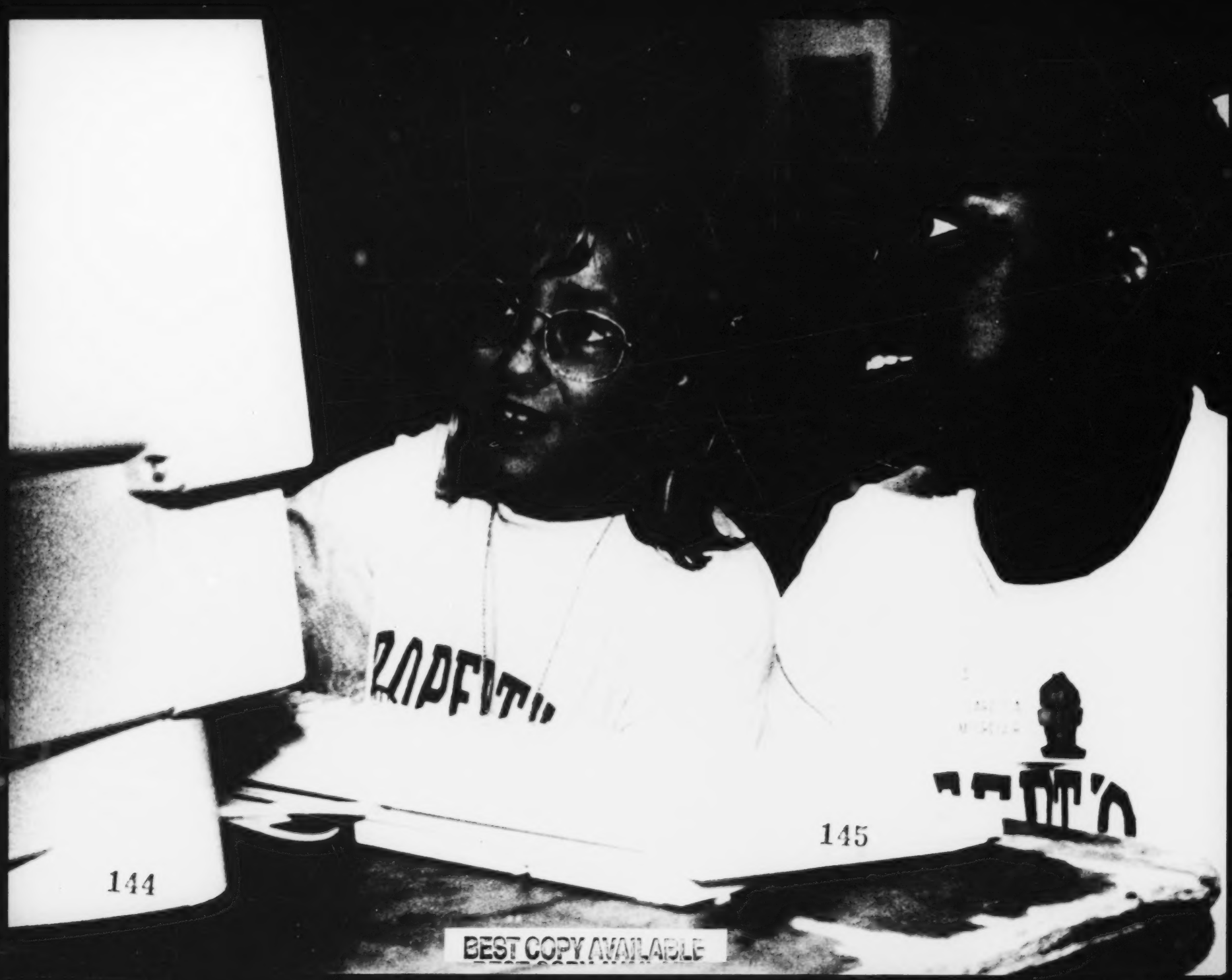
Center	Workshops	#Teachers	#Principals	#Others
Southern Indiana	156	3243	469	466 instructional assistants, 108 parents, 72 community leaders, 521 students
Wilson Central	28	818	10	750 instructional assistants
West Central	18	850	150	32 instructional assistants, 10 parents
East Central	76	2449	200	182 students, 17 instructional assistants
Wabash Valley	28	900	129	226 parents, 554 students
Northwest Indiana	80	1000	400	41 parents
Northern Indiana	19	820	45	20 instructional assistants
Region 8	185	2900	125	50 instructional assistants, 10 parents
Central Indiana	9	675	100	100 instructional assistants, 10 parents
Totals	**612**	**14,655**	**1628**	**1345 instructional assistants, 364 parents, 1257 students, 72 community leaders**

Goal 5

MEETING THE CHALLENGE 1995

MAKING AMERICA FIRST AGAIN IN SCIENCE AND MATHEMATICS

BY THE YEAR 2000,
U.S. students will be first in the world in science and mathematics achievement.



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In today's high-tech, fast-paced world, we are exposed to a constantly changing technological environment. Robotic arms have replaced human ones in moving products down assembly lines. Computers are found on nearly every desk in the workplace. Students today must be proficient in basic math and science courses just to keep up with the needs of modern jobs.

We must find ways to encourage more Hoosier children to be excited by science and math — their future success depends on it. Parents can help by stressing the value of science and math backgrounds, and stimulating their children's curiosity in the world around them.

Getting parents involved is exactly what Indiana's Buddy Project hopes to accomplish. By sending computers home with fourth and fifth grade students, schools have found a way to continue education outside of school doors and encourage parental involvement by bringing the "classroom" into the home.

Mary Eckrich, a fifth grader from Muncie, Indiana, and her parents found their Buddy Program computer indispensable. "I would call-up the Ball State University Library on my computer to get information for reports and my teacher would send my parents e-mails every night that told them what homework I had," said Mary.

The National Council of Teachers of Mathematics recommended that all students should use computers and calculators in the classroom. The Buddy Project takes that one step further by giving students computers to use at home.

Math and science courses are crucial to all students. The College Board recognizes math as the "gatekeeper" to higher education. Taking high school mathematics is more indicative of future success in higher education than demographic factors. For example, the difference between the proportion of minority and white students who attend college is almost nonexistent among students who enroll in high school geometry. Algebra is a prerequisite for geometry.

Indiana has made great strides in promoting Algebra I to high school students. In the school year 1993-94, 70% of Indiana ninth graders were enrolled in Algebra I or higher level mathematics courses. This is an increase from 47% in 1991-92 and clearly places Indiana ahead of the 1995 Benchmark that called for 55% of ninth graders to successfully complete Algebra I.

LaRessa McGregor and Mary Eckrich
Buddy Project Participants, Muncie

INDIANA INITIATIVES

ADVANCED PLACEMENT EXAMS

Governor Bayh recognized that Hoosier high school students who strive to attain a higher standing in college science and math courses may have a difficult time paying for Advanced Placement tests. Hoosier students no longer worry about paying for the A.P. Tests.

Over 7,566 students have taken advantage of Governor Bayh's program that eliminates the cost of taking the AP test for math and science. The number of students taking AP exams in all academic disciplines, including math and science, increased from 1,882 in 1990 to 9,126 in 1994. In addition to paying the costs of Advanced Placement tests, Indiana also provides funding for teacher training in math and science Advanced Placement instruction. Efforts such as these are successful in encouraging Indiana students to excel in science and math.

Contact: Evelyn Savers (317) 232-6648

PROJECT 4R'S

Project 4R's, for reading, writing, arithmetic, and remediation, extends educational technologies to Indiana's kindergarten and first grade students in public elementary schools. This project enhances learning by integrating technology into the elementary curriculum. When used in a developmentally appropriate manner, technology engages the child intellectually, physically, emotionally, and socially and addresses individual learning styles. The following successes have been achieved by 1995:

a) 517 of Indiana's elementary schools have Project 4R's,
b) 230 of Indiana's school corporations have received technology grants, and
c) 127 of Indiana's school corporations have received technology grants for all of their elementary schools.

Contact: June Ward (317) 232-9175

STATE PLAN FOR IMPROVING SCIENCE AND MATH TEACHING

The rapid advancements in science and math require that special efforts be made to keep teachers abreast of new developments so that their teaching can always be fresh and relevant to students. Indiana is making extra efforts to assist Hoosier science and math teachers. In May 1993, the Indiana Commission for Higher Education adopted a multi-year plan to effectively target federal education funds to support the programs science and math teachers need most. Over the past two years, the Commission has awarded $2.2 million for projects meeting the guidelines of that plan.

Contact: Karen Rasmussen (317) 464-4400

BUDDY PROJECT

Computers have become ideal tools for educators to interest and excite students about classwork. In an effort to bring some of that excitement to homework, Indiana's Buddy Project was created.

The Buddy Project is available to students when they reach the fourth grade. Currently, fourth and fifth graders in 52 schools across the state are provided with computers in school and at home to help with homework. The Buddy Project has provided 6,000 students with computers, and the results of the effort show that the children spend more time on homework and on independent study when a Buddy Project computer is at home.

Contact: Alan Hill (317)464-2074

INDICATOR 1:

NINTH GRADE ENROLLMENT IN ALGEBRA 1

ISSUE

The College Board recognizes math as the "gatekeeper" to higher education. Taking high school mathematics is more indicative of future success in higher education than demographic factors. For example, the difference between the proportion of minority and white students who attend college is almost nonexistent among students who enroll in high school geometry. Algebra is a prerequisite for geometry.

Results of a recent study conducted by the National Assessment of Educational Progress suggest that eighth graders' achievement in mathematics may be linked to how much teachers emphasize algebra and geometry in their classrooms. The study surveyed states to determine the percentage of students with teachers emphasizing geometry and algebra functions. Indiana ranked thirty-fourth out of forty states and territories surveyed, focusing more on traditional aspects such as numbers, operations, and measurement.

STATUS

In the school year 1993-94, 70% of Indiana ninth graders were enrolled in Algebra I or higher level mathematics courses. This is an increase from 47% in 1991-92 and clearly places Indiana ahead of the 1995 Benchmark that called for 55% of ninth graders to successfully complete Algegra I.

LONG-TERM OBJECTIVE

By the year 2000, 70% of Indiana ninth graders will successfully complete Algebra I.

STRATEGIES

Encourage eighth grade mathematics teachers to place greater emphasis on algebra and geometry in their classrooms.

Provide coherent, statewide professional development opportunities for mathematics and science teachers.

Enhance preparation for challenging high school math courses by encouraging the use of math proficiencies developed by the Department of Education.

Integrate theory and application in math and science Tech Prep courses.

Encourage the integration of math and science with appropriate use of technology.

Increase understanding by students and parents of postsecondary options which depend upon mathematics and science through Indiana College Placement and Assessment Center Activities.

INDICATOR 2:

ENROLLMENT IN CHALLENGING MATHEMATICS AND SCIENCE COURSES

ISSUE

The fastest growing jobs require much higher mathematics and science capabilities than do current jobs. America's students do not have a level of achievement in science and math to allow them to compete in a global technological society.

STATUS

In 1990 only 527 Indiana students took Advanced Placement exams in mathematics and science. By 1995, this number had grown to 7,566 placing Indiana ahead of its 1995 Benchmark of 7,000. The primary reason for this phenomenal increase was the introduction of state funding of the Advanced Placement exams.

STUDENTS TAKING AP MATH & SCIENCE EXAMS

	1990	1991	1992	1993	1994	1995
Biology	121	900	936	1127	1427	1486
Calculus	269	1852	2318	3003	3434	3620
Chemistry	104	1014	1190	1388	1460	1626
Physics	33	579	650	720	881	834
Total	527	4345	5094	6238	7202	7566

Source Indiana Department of Education

Of the 7,566 students who took the Advanced Placement (AP) exams in mathematics and science in 1994-95, 35% qualified for advanced placement.

STUDENTS QUALIFYING FOR ADVANCED PLACEMENT

	1989	1990	1991	1992	1993	1994	1995
Biology	45	84	278	268	360	470	580
Calculus	114	259	764	912	1253	1446	1415
Chemistry	73	94	209	274	330	358	459
Physics	13	19	149	129	205	272	225
Total	245	456	1400	1583	2148	2546	2679

Source Indiana Department of Education

LONG-TERM OBJECTIVE

By the year 2000 the percentage of Indiana students enrolled in advanced mathematics and science courses at the secondary level will be at least as high as the national average.

Strategies

Continue state funding of math and science Advanced Placement exams to give students an incentive to take challenging courses.

Continue to provide summer workshops so that mathematics and science teachers can upgrade their skills and knowledge through Advanced Placement Programs.

Increase students' and parents' knowledge of careers that depend upon mathematics and science through information provided to students from the Indiana College Placement and Assessment Center.

Teacher Participation In Summer Advanced Placement Training

	1991	1992	1993	1994	1995
Biology	55	53	51	47	35
Chemistry	66	64	54	48	21
Physics	34	19	16	26	14
Calculus	92	52	62	88	59
TOTAL	247	188	183	209	129

Source: Indiana Department of Education

Indicator 3

Enrollment in college level mathematics and science courses at the post secondary level

Issue

Sixty percent of college mathematics enrollments are in courses ordinarily taught in high school. High school graduates should be adequately prepared to take college level mathematics and science courses in their first year of postsecondary education.

Status

In 1994, Indiana adopted a high school core curriculum (Indiana Core 40) that includes three years of challenging mathematics and laboratory science courses. Although the state has documented increasing enrollments in key high school math and science courses, as well as an increasing number of recent high school graduates who continue directly into postsecondary education, its postsecondary data base does not provide information on course-specific enrollments. The first college matriculants who will be expected to have taken Core 40 will graduate from high school in 1998.

Long-Term Objectives

By the year 2000, 90% of first-year college students will be prepared to enroll in college level mathematics and science courses.

STRATEGIES

Determine the percentage of college students annually enrolled in secondary level mathematics.

Replace lower-level high school courses with an applied approach to challenging mathematics and science instruction through the statewide implementation of Tech Prep and Core 40.

Continue teacher development in mathematics and science through the Advanced Placement teacher development program.

Develop proficiencies for key high school mathematics and science courses.

Focus the postsecondary share of Indiana's Eisenhower Program dollars on in-service projects allied with the state's Core 40 initiative.

INDICATOR 4:

BACCALAUREATE AND MASTER'S DEGREES IN MATHEMATICS AND SCIENCE

ISSUE

In order for the United States to be first in the world in mathematics and science, Indiana must have more college graduates in mathematics and science. In addition, more graduates, especially women and minorities, must go on to earn master's degrees.

STATUS

In 1993-94, Indiana colleges and universities conferred on Indiana residents 1,903 baccalaureate degrees in mathematics, life/physical sciences, and engineering. This represented a one-year decline (100 fewer) in number of degrees conferred, and also a one-year decline (from 11.1% to 10.6%) in share of all bachelor's degrees conferred. Although the statistics show a decline in 1993-94, the number of degrees conferred upon Indiana residents in these disciplines has increased overall since 1990-91.

BACHELOR'S DEGREES CONFERRED AT ALL INDIANA POSTSECONDARY INSTITUTIONS

	1992-93		1993-94	
Degrees Conferred	**Total**	**Indiana Residents**	**Total**	**Indiana Residents**
Total	29,595	20,290	29,132	17,904
Mathematics	414	257	374	185
Life Science	1020	634	1081	595
Physical Science	517	347	479	235
Engineering	2004	1020	2039	888
Math/Science Subtotal	3955	2258	3973	1903

Source: Indiana Commission for Higher Education

In 1993-94, Indiana institutions conferred on Indiana residents 252 master of science degrees in mathematics, life/physical sciences, and engineering. This represented a one-year decline (35 fewer) in the number of degrees conferred, and also a slight decline (from 8.9% to 8.7%) in share of all master's degrees conferred. Between 1990-91, and 1993-94, the number of master's degrees conferred on Indiana residents in these disciplines declined by 67.

Master's Degrees Conferred at all Indiana Postsecondary Institutions

	1992-93		1993-94	
Degrees Conferred	Total	Indiana Residents	Total	Indiana Residents
Total	6095	3569	6528	2887
Mathematics	85	35	73	21
Life Science	53	33	77	44
Physical Science	108	54	107	35
Engineering	562	165	542	152
Math/Science Subtotal	808	287	799	252

Source: Indiana Commission for Higher Education

Long-Term Objective

By the year 2000 the number of baccalaureate and master's degrees in mathematics, science and engineering earned by Indiana residents will increase 25% over the number of degrees earned in 1990-91.

Strategies

Improve pre-collegiate preparation in mathematics and science.

Increase postsecondary participation in mathematics and science courses.

Goal 6

MEETING THE CHALLENGE 1995

IMPROVING ADULT LITERACY AND LIFELONG LEARNING, CITIZENSHIP

BY THE YEAR 2000,
every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship.

BEST COPY AVAILABLE

Dedicated parent. Hard-working employee. Loving grandfather. Ed Castor of Tipton County displays many of the qualities we like to think of as all- American.

When he entered the workplace fresh from high school over thirty years ago, few skills were required to land and keep a good paying job. If one showed up on time, followed orders, and put in a full day's work, career advancement and high wages were almost guaranteed.

Times have changed, workplaces have changed, and too many good people today, like Ed Castor, are at risk of being left behind.

In order to compete globally, modern workplaces demand higher skills of all employees. Zero defects, total quality and computer automated manufacturing are all part of the new language of today's factories and businesses. Those who lack the skills to be retrained to meet new demands face the prospect of lower wages or no work at all.

At a time when over half of all new jobs in America require some type of advanced education after high school, Indiana must ensure access to and encourage participation in lifelong learning opportunities for all Hoosiers. To fall short of Goal 6 is to threaten Indiana's economic security and ability to attract new, high-wage jobs.

For Ed Castor, job security depended on learning to read. "I had a lot of opportunities for job promotions, but I turned them down because I didn't want people to know I couldn't read," he confessed.

Thanks to a compassionate supervisor and programs through Indiana's Office of Workforce Literacy, Ed's career is thriving today and he has become an eloquent messenger for the efforts of the Indiana Literacy Foundation and Read Indiana.

"It takes more to be classified as literate today because of technological advancements in our society," Ed reported recently during a live television interview. "The number one thing that Read Indiana is doing is raising public awareness that there exists a tremendous literacy need and, more importantly, that help is available."

By strengthening the connections between schools, adult education and training programs, and modern workplaces, Indiana continues its efforts to provide businesses with highly skilled employees and Hoosiers with high-wage jobs.

These days, Ed Castor is known and respected for possessing a few new talents. Highly skilled worker. Active citizen and advocate. Gifted storyteller.

Ed Castor
Grandfather and storyteller, Windfall

INDIANA INITIATIVES

WORKFORCE DEVELOPMENT

Looking for work or finding job training is difficult enough without having to seek these services from several different locations. Since its creation by Governor Bayh in 1991, the Department of Workforce Development has combined unemployment insurance, employment matching and training activities, vocational and technical education, and workforce literacy services to make it easier for Hoosiers to receive training and get good jobs. Indiana's One-Stop Career Centers exemplify how the state has re-examined the way it delivers employment services. The "one-stop" concept integrates services to offer Hoosiers career information, employment counseling, labor market information, skills assessment, case management, job development and placement, skills training, unemployment insurance and information, and referral to community support services all at one convenient location. Sixteen One-Stop Centers are currently in operation, and ten additional centers will open by 1997.

Contact: Marjorie Gumick (317) 233-3919

SCHOOL-TO-WORK SYSTEM

Regional partnerships with business, industry, labor, parents and educators will offer new opportunities for Indiana youth. Students will have experience in the workplace that will show them what and why they need to learn. They will have the chance to shadow workers, participate in an internship, enjoy cooperative education, and even become an apprentice. Every experience, including their classroom learning, will reinforce and teach to high academic and technical standards.

Educators have the opportunity to work with their customer—the employer. They will work closely with them to develop effective curriculum and teaching methods. Through the School-to-Work Institute, partners will be trained to work with one another and with the student. By working together, we will be sure Hoosier youths gain knowledge and skills to succeed in high-skill workplaces and in postsecondary education.

Contact: Peggy O'Malley (317) 232-1832

21ST CENTURY SCHOLARS

Thanks to Governor Bayh, affording college is now a reality for at-risk Indiana students. Started in 1990, the 21st Century Scholars program gives Hoosier eighth graders, who pledge to not take drugs, study hard, and graduate, the opportunity to receive the financial help they need to go to college. Eligible candidates receive a financial assistance scholarship at any Indiana public or private college or university. The results are astounding: nearly 22,400 Hoosier students are currently registered to work toward a 21st Century Scholarship. In May 1995, 6,000 21st Century Scholars graduated from Indiana high schools and 2,500 of those scholars enrolled in Hoosier institutions of higher education in the fall of 1995.

Contact: Philip Seabrook (317) 232-2350

WORKFORCE LITERACY

The Office of Workforce Literacy was created in 1990 to increase awareness of basic skills retraining for employment and to provide technical assistance and funding for basic skills services in the workplace. In 1992, the Office of Workforce Literacy became part of the Department of Workforce Development in order to better coordinate workplace education with other employment training and technical education. In the last two years, grants totaling more than $200,000 have provided basic skills assessment, curriculum design, and instruction for small businesses in Indiana. For 1995-97 the state legislature has approved an additional $200,000 per year to expand this grant program, targeting the high wage, high growth industries for which proficiency standards have been developed.

Contact: Patricia Moss (317) 233-3354

IMPACT

Breaking the cycle of poverty and welfare dependence is the goal of the Indiana Manpower Placement and Comprehensive Training (IMPACT) program. IMPACT emphasizes "work first" complemented by training and education. It stresses the dignity of work and the importance of the work ethic while preparing public assistance recipients for permanent self-sufficiency. IMPACT provides academic and vocational skills assessment, basic skills, job skill training, job search skills, on-the-job training, and placement and supportive services. IMPACT pools available resources to develop comprehensive job services for Hoosiers on public assistance. In state fiscal year 1995, the IMPACT Program placed 9,483 clients into jobs. This was an increase of 104% compared to fiscal year 1994's total of 4,643.

Contact: Jim Hmurovich (317) 232-4705

READ INDIANA

The goal of Read Indiana, a program funded by the nonprofit Indiana Literacy Foundation, is to produce a discernible increase in the number of Hoosiers who can read and write at or above functional levels of literacy. Read Indiana strives to increase awareness of opportunities for learners and tutors to participate in learning programs by engaging in a statewide, multi-media campaign. It also provides training and materials for tutors and tutor-trainees free of charge.

Contact: Amy Kwas (317) 233-5203

INDICATOR 1:

SKILLED WORKFORCE

ISSUE

Many adults in the workforce do not know where to get job counseling, education and training, or other information about skills needed for specific jobs and employment opportunities.

STATUS

In order to develop high-wage workers, Indiana must create an effective information and service system. On June 1, 1992, One-Stop Career Centers were established to improve education and training services in all 16 economic regions of the state.

In order to make employment and training information and employment opportunities easily accessible, sixteen Workforce Development Centers have been converted to full-service One-Stop-Career Centers. No Hoosier lives more than 50 miles from a center. By 1997, 26 One-Stop Career Centers will be providing employment services. Seventeen "Today's Jobs" computer kiosks have been placed in centrally located shopping malls and other public places around the state to connect individuals easily to current job openings. With the touch of the screen individuals can learn what job openings exist in their local community, starting pay information, qualification requirements and how to apply. By 1997 a personal computer version of this labor exchange program will be located in many college placement offices, high school guidance centers, public assistance offices, libraries and other public locations around the state.

LONG-TERM OBJECTIVE

By the year 2000, all Hoosiers will possess the knowledge and skills necessary to get a good job.

STRATEGIES

Raise awareness of services available at Workforce Development Centers among high school students, the workforce and those seeking employment.

Expand One-Stop Career Centers, including self-help computerized services to ensure that services provided meet worker needs.

Expand and train staff so they can better assist Hoosier workers in need of training.

Improve and expand the available labor market information.

Annually bring together leaders in education, business, labor and government to join forces and bridge the gap between the skills that are taught in schools and the current and future skills needed for a high-performance work force.

Expand the use and increase the number of kiosks and other presentation sites, which distribute computerized job information, and place these strategically throughout the state.

Encourage training efforts supported by businesses and unions.

Use data from the State Adult Literacy Survey to identify populations most in need of literacy services.

INDICATOR 2:

HIGH SCHOOL GRADUATES PREPARED FOR WORK AND POSTSECONDARY EDUCATION

ISSUE

Indiana's effort to increase postsecondary participation should include assuring the kind of preparation that enables students to succeed once they have enrolled. "High school courses taken" is a list that helps predict academic success. (Data is gathered from a form completed by students taking the SAT, in which they report the courses they have taken.)

YEARS OF ACADEMIC STUDY

PERCENT OF SAT TAKERS REPORTING

	20+ yrs.		18-19 yrs.		16-17 yrs.		16-20 Total	
Year	**IND**	**Nat'l**	**IND**	**Nat'l**	**IND**	**Nat'l**	**IND**	**Nat'l**
1988	23	36	22	26	23	20	68	82
1989	25	39	23	26	23	19	71	84
1990	28	40	23	26	21	18	72	84
1991	31	40	22	26	21	18	74	84
1992	32	41	22	25	19	18	73	84
1993	33	42	21	25	19	18	73	85
1994	33	41	25	27	19	17	77	85
1995	33	41	27	27	19	17	77	85

Source: Indiana Commission for Higher Education

STATUS

Indiana students report taking fewer academic courses than their counterparts nationwide. In 1990, 84% of SAT-takers nationwide reported 16 or more aggregate years of study in 6 academic subjects (English, arts and music, social sciences and history, foreign and classical languages, natural sciences, mathematics). In 1990, in Indiana, the comparable figure was 72%. In 1995, the corresponding numbers are 85% for the nation and 77% for Indiana.

In order to prepare students for the workplace, Indiana has made significant progress with its School-to-Work initiatives. Students learn academic and technical skills in the classroom, through the relevant curriculum, and at the work site through work-based learning opportunities. Combining the resources of businesses and secondary and postsecondary education, the School-to-Work system bridges the gap between the skills that are taught in schools and the current and future skills needed for a high-performance workforce.

To ensure that all students who graduate from Indiana's high schools are ready to work or go on to postsecondary education, the 1995 Indiana General Assembly recently revised Indiana's statewide assessment system, ISTEP. Beginning in the 1995-96 school year, ISTEP will be administered in grades 3, 6, and 10. A graduation examination will be given at a grade level (that is yet to be determined) to students who will graduate in the year 2000 and subsequent years.

LONG-TERM OBJECTIVE

(a) By the year 2000, at least 90% of Indiana high school graduating seniors will attain satisfactory scores on the ISTEP graduation examination; and (b) Indiana students will have taken an average of 17 aggregate years in academic subjects.

STRATEGIES

Provide teacher development opportunities to enhance teaching strategies through Indiana 2000, Tech Prep implementation, the Advanced Placement program, Re:Learning Schools, and other new programs.

Increase teacher flexibility by granting waivers to schools that have demonstrated a resolve to restructure in order to better meet student needs.

Develop performance standards and assessments for third, sixth, tenth, and twelfth-grade levels.

Require students to demonstrate the necessary skills for work and postsecondary education in order to graduate.

Ensure that students undertake challenging and demanding courses of study.

Continue to develop a high quality statewide School-to-Work system that combines school-based and work-based learning and prepares students for both careers and postsecondary education.

Continue efforts to fully integrate academic and vocational education so that students have the opportunity to learn how knowledge is applied.

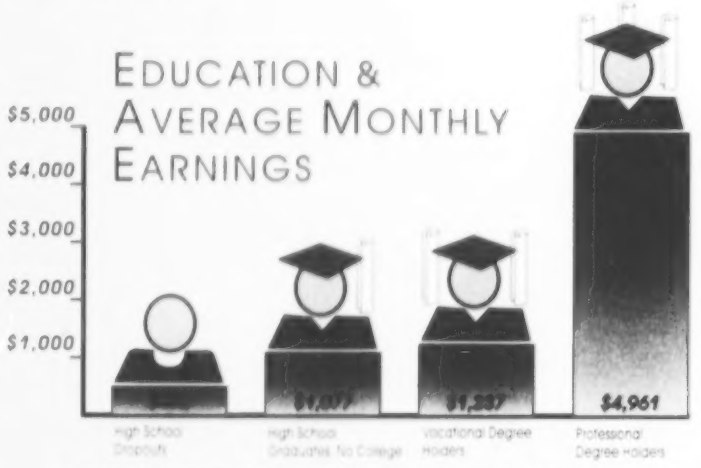
Establish Certificates of Achievement to provide certification of student competency and college credit in academic and technical skill areas.

INDICATOR 3:

ADULTS EARNING GEDS OR HIGH SCHOOL DIPLOMAS

ISSUE

High school graduation is the first and most basic credential required for economic self-sufficiency. When young people drop out of high school, their lifetime earnings will be half that of a graduate and less than one-third that of a person with an associate's degree.



Source: "1990 Survey of Income and Program Participation," U.S. Census Bureau.

STATUS

The 1995 benchmark that "at least 78% of Indiana's adults will have attained high school diplomas or GEDs" has been exceeded. By March of 1993, 79.2% of Indiana's adults had attained a high school diploma or GED.

Indiana has continued to provide adult education literacy services through a multi-agency approach. The IMPACT/Jobs program in Indiana has coordinated its efforts with the Department of Education and with Read Indiana. The Department of Workforce Development, through its office of Workforce Literacy, has engaged the private sector in an effort to raise the educational levels of adults. In addition, The GED-on-TV program continues to gain popularity, and the Department of Education continues to refine its Adult Education Delivery System.

LONG-TERM OBJECTIVE

By the year 2000, 85% of Indiana's adults will have attained at least a high school diploma or a GED.

STRATEGIES

Assist counties with family literacy needs through Step Ahead.

Implement an adult assessment of essential skills through Workforce Development Centers.

Update information about current literacy needs and about the effectiveness of current efforts.

Expand IMPACT to provide support services for welfare mothers who seek education and training.

Raise awareness of the opportunity to earn GEDs at home through GED-on-TV.

Improve and expand use of distance learning technologies.

Continue to support and expand Adult Basic Education and Adult Secondary Credit Programs.

INDICATOR 4:

POSTSECONDARY PARTICIPATION RATE

ISSUE

In order for Indiana's workforce to compete successfully in a global economy, the number of Hoosiers who pursue postsecondary education must increase.

STATUS

Indiana has adopted the objective of exceeding the national average college participation rate by 2010. This requires an increase in Hoosier undergraduate enrollment of 21,000 students between 1991-92 and 1996-97. During the first year of the measurement period, Hoosier undergraduate enrollment increased by 8,000 students. In 1993-94, however, Hoosier undergraduate enrollment declined. At the public institutions this decline amounted to approximately 5,000 students.

LONG-TERM OBJECTIVE

By the year 2000, Indiana will approach the national average college participation rate by having enrolled at least 30,000 new Indiana resident undergraduate students at Indiana postsecondary institutions.

STRATEGIES

Increase access to information about postsecondary opportunities and financing through the Indiana College Placement and Assessment Center and Workforce Development Centers.

Increase access to paid education-to-work opportunities involving K-12 education, business and labor.

Increase flexibility of postsecondary course schedules.

Increase proficiency-based course work, including flexible entry/exit types.

Increase student awareness of admission expectations at postsecondary institutions by implementing the Indiana Core 40 curriculum.

Provide guidance and support for 21st Century Scholars while they are still in high school, including participation in the School-to-Work System.

Make college affordable to at-risk students through the 21st Century Scholars Program.

Improve retention, especially of part-time students.

Improve the use of distance learning technologies to expand access.

Improve the fit between postsecondary admissions requirements and proficiency requirements for high school graduation.

Ensure through Core 40 that students take a challenging and demanding high school curriculum so they will be prepared for postsecondary education.

Increase the promotion and awareness efforts of Indiana Core 40 to ensure that more of our high school students are prepared for college study or the rigors of the workplace.

INDICATOR 5:

AFRICAN-AMERICAN ENROLLMENT IN HIGHER EDUCATION

ISSUE

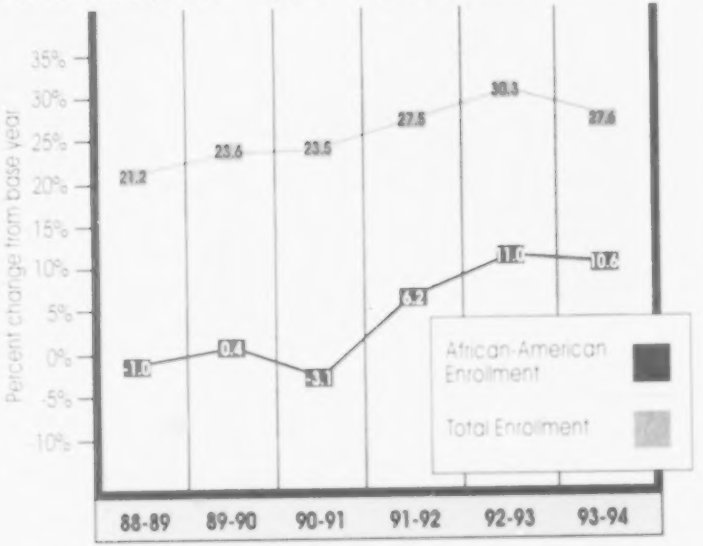
Too few African-Americans enroll in college. Indiana must ensure that opportunities for postsecondary participation and success are equally available to all residents.

STATUS

In 1993-94, Indiana's colleges and universities enrolled 19,469 African-American resident undergraduate students. This exceeded by 1,846 the African-American resident undergraduate enrollment reported for 1991-92. Indiana has made substantial progress toward meeting its benchmark of increasing

AFRICAN AMERICAN AND TOTAL ENROLLMENT

Cumulative percentage change at public institutions



African-American resident undergraduate enrollment by 5,500 students by 1996-97 over the 1991-92 rate.

LONG-TERM OBJECTIVE

By the year 2000, African-American postsecondary enrollment will correspond to the African-American share of Indiana's population.

STRATEGIES

Encourage minority students to participate in the Governor's 21st Century Scholars Program.

Increase support services, including those provided by the Parents' Project and Job Training Partnership Act summer youth programs, to encourage 21st Century Scholars to stay in school.

Through the Indiana College Placement and Assessment Center and other initiatives, raise African-American students' and parents' awareness of the importance of postsecondary education.

Through Expanded Horizons, inform Indiana veterans—which include a large number of African-Americans—of their education benefits and of available education, training and counseling services.

INDICATOR 6:

ASSOCIATE DEGREE COMPLETION RATE

ISSUE

Too many of Indiana's postsecondary students drop out before completing their degrees. The greatest number of students drop out during their first year.

STATUS

Indiana tracks degree completion and persistence rates by means of a six-year cohort analysis of degree-declared freshmen enrolled at the state's public postsecondary institutions. Two such analyses have been completed, focusing on the freshmen cohorts of 1984-85 and 1986-87, and a third, addressing the 1990-91 cohort, has begun. These show an improvement in second-year persistence

from 45% to 55% but a decline in graduation rates from 24% in 1989-90 to 21% in 1991-92. The numbers include both full-time and part-time students. Several years ahead of schedule (1996-97), Indiana has attained its benchmark of a second-year retention rate above 50%. Improved second-year persistence implies that improved graduation rates will be forthcoming.

LONG-TERM OBJECTIVE

By the year 2000, completion rates for Hoosier associate degree students at Indiana's public postsecondary institutions will exceed 30%.

STRATEGIES

Require students, by means of the State's ISTEP testing program, Core 40 and other instruments, to demonstrate the necessary skills for work and higher education in order to graduate from high school.

Ensure through Core 40 that students take a challenging and demanding high school curriculum so they will be prepared for postsecondary education.

Improve the transition between secondary and postsecondary institutions by means of such arrangements as Ivy Tech State College's model for Tech Prep.

Increase ability to transfer college credit between state-supported postsecondary institutions by implementing the 30-hour core of course-specific, transferable credit that was mandated by the Indiana General Assembly and identified by the postsecondary institutions in 1992.

Increase financial assistance through School-to-Work, 21st Century Scholars and other programs.

Develop statewide programs, such as those provided by Ivy Tech State College's Apprenticeship Technology model, that make it easier for employed adults to continue their education.

Implement, experimentally, the Technical Education-to-College (TEC) model, providing postsecondary instruction at area vocational centers.

INDICATOR 7:

BACCALAUREATE DEGREE COMPLETION RATE

ISSUE

Far too many of Indiana's postsecondary students drop out before completing their degrees. The greatest number of students drop out during their first year.

STATUS

Indiana tracks degree completion and persistence rates by means of a six-year cohort analysis of degree-declared freshmen enrolled at the state's public post secondary institutions. Two such analyses

have been completed, focusing on the freshman cohorts of 1984-85 and 1986-87, and a third, addressing the 1990-91 cohort, has begun. These show improvements in second-year persistence from 68% to 70%, and in six-year graduation rates from 28% in 1989-90 to 32% in 1991-92. The numbers include both full-time and part-time students. Indiana is making progress toward its benchmarks of a second-year retention rate of 75% and a six-year graduation rate of 37% by 1996-97.

LONG-TERM OBJECTIVE

By the year 2000, degree completion rates for Hoosier baccalaureate students at Indiana's public postsecondary institutions will exceed 40%.

STRATEGIES

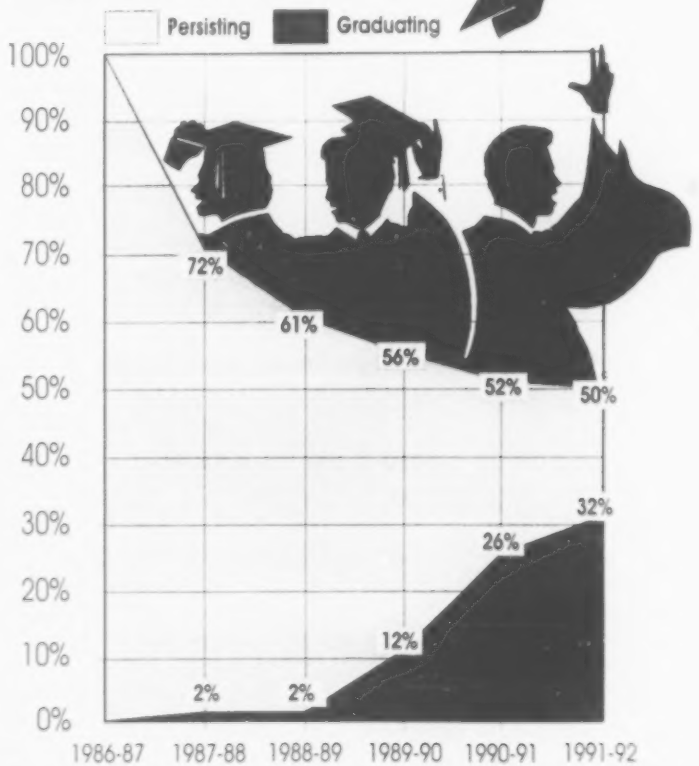
Require students to demonstrate the necessary skills for work and postsecondary education in order to graduate from high school.

Ensure through Core 40 that students take a challenging and demanding high school curriculum so they will be prepared for postsecondary education.

Improve transition between secondary and postsecondary institutions by means of such arrangements as Tech Prep and other opportunities for obtaining advanced standing.

Increase students' abilities to transfer college credit among the public postsecondary institutions by implementing the 30-hour core of course-specific, transferable credit mandated by the Indiana General Assembly.

FRESHMAN PERSISTENCE AND GRADUATION RATE



Increase financial assistance through School-to-Work, 21st Century Scholars, and other programs.

Develop programs and services, such as Weekend College, off-campus classes, and open broadcast tele-courses, that make it easier for employed adults to continue their education.

INDICATOR 8:

ADULT EDUCATION DELIVERY SYSTEM

ISSUE

A delivery system is needed that can expand part-time hours and better address the training of staff.

STATUS

The 1995 benchmark that stated that quality basic/literacy services would be available for a minimum of 20 hours per week year-round in an additional 44 counties was reached in 1993-94 as a result of a cooperative effort between the Indiana Department of Education and the IMPACT/Jobs program.

The strategies proposed to assure quality programming have been put into place. All new adult basic-education teachers receive training. A system of quality indicators and program evaluation is in place and being refined. All adult basic-education learners have individualized Adult Learning Plans. The Read Indiana Gateway materials/evaluations have been implemented in prisons, welfare offices and public school programs.

LONG-TERM OBJECTIVE

By the year 2000, all Hoosier adults will have access to quality basic/literacy education services.

Education Goal of U.S. Adults Ages 16-65+ Currently Enrolled in Schooling

Reason		Percentage
(1)	High school diploma/GED	10%
(2)	Vocational/trade	13%
(3)	Two-year degree	38%
(4)	Four-year degree	19%
	Other	7%
	None	4%
	Total	100%

Source: Educational Testing Service, Indiana State Adult Literacy Survey

Reasons Why Adults Ages 16-65+ Are Not Enrolling in Schooling or Training Programs

Reason		Percentage
(1)	Lack of time or interest	38%
(2)	Inability to pay	20%
(3)	Not offered at convenient times	8%
(4)	Lack of child care	4%
(5)	Lack of info about courses/programs	3%
(6)	Lack of transportation	2%
	Other	25%
	Total	100%

Source: Educational Testing Service, Indiana State Adult Literacy Survey

Reasons Why Adults Ages 16-65+ Are Stopping Schooling

Reason		Percentage
(1)	Went to work or into the military	22%
(2)	Family or personal problems	17%
(3)	Lost interest or had behavior problems	14%
(4)	Financial problems	12%
(5)	Pregnancy	10%
(6)	Academic problems	4%
	Other	20%
	Total	100%

Source: Educational Testing Service: Indiana State Adult Literacy Survey

STRATEGIES

Expand, in collaboration with the IMPACT program, adult basic education programming for a minimum of 20 hours of instruction in all rural counties.

Provide all new adult basic education teachers an expanded and revised Adult Basic Education Teacher Handbook, special new teacher training sessions, and opportunities to participate in regional and state staff development activities.

Expand training opportunities for all adult education personnel through the Indiana Department of Education's Regional Staff Development System.

Collect measures of Program Quality through a statewide evaluation system, including Individual Learner Records, and develop standards of Program Quality.

Ensure that all adult education students construct, in collaboration with their instructors, an individualized Adult Learning Plan.

In collaboration with Read Indiana, expand the base of providers and encourage alternative instructional methods.

INDICATOR 9:

POSTSECONDARY STUDENTS INVOLVED IN COMMUNITY SERVICE

ISSUE

Not enough Indiana youth are connected to their communities through service.

STATUS

Thousands of college students throughout Indiana are currently participating in community service. In fact, the benchmark which prescribed that every higher education institution have students who participate in community service activities has been met.

The Indiana Campus Compact fosters community service learning initiatives at 23 college campuses by offering workshops and seminars on community

involvement, community need, and volunteer management. The ICC also awards mini-grants to students for service-learning projects. Over 2,000 college students participate in community service-learning through these efforts.

The Indiana Campus Compact is a coalition of over 400 colleges and universities in the state that promotes community service.

Indiana AmeriCorps provides grant money directly to non-profit organizations to enlist young people in a year of community service. In return for their service, AmeriCorps members earn money for higher education or to repay their student loans. Nearly 300 Americorps members are serving communities in Indiana through the diverse programs.

Long-Term Objective

By the year 2000, at least 5% of college students in Indiana will be involved in some form of community service.

Strategies

Encourage schools, colleges, and community based organizations to develop top quality service-learning programs that engage students in community service.

Emphasize the importance of school success by means of the 21st Century Scholars Program and others.

Expand AmeriCorps in Indiana to get more young people involved in community service.

Assist the 26 member Indiana Commission on Community Service in fostering meaningful community service projects for college students and people of all ages.

Indiana Measures Progress

Commission for Higher Education Performance Objectives

Reports on Indiana higher education's progress with respect to state-level performance objectives began with budget recommendations for the 1985-87 biennium. After several years of assessing progress by looking back at what had been accomplished, the state began in 1990-91 to assess progress by looking ahead and setting targets to define success. Indicators were first adopted in 1991 and further refined in 1993. Indiana's current performance objectives address the following subjects:

1. Postsecondary participation
   a. Hoosier participation
   b. Minority participation
   c. 21st Century Scholars
   d. Geographic access
2. Affordability
   a. Family affordability index
   b. Cost of attendance index
3. Degree completion rates
   a. Baccalaureate students
   b. Associate students
   c. Minority students
4. Medical education
   a. Family practice and primary care
   b. Minority medical students
5. Credit transfer opportunities
6. Productivity

Indiana Measures Progress

Department of Workforce Development School-to-Work Indicators of Progress

Indiana's School-to-Work System is working to help bridge the gaps between the skills that are taught in schools and the current and future skills needed for a high-performance work force through progress in the following set of indicators:

1. Percent of public secondary school students who have career plans by the end of the 9th grade.
2. Percent of students enrolled in Core 40 courses.
3. Percent of students in occupationally specific, public supported vocational education programs benchmarked to technical proficiencies and the percent of these earning a Certificate of Technical Achievement.
4. Percent of public secondary school students meeting mathematics and language arts standards.
5. Percent of students having the option of a work-based learning experience tied to their career plan.
6. Percent of BAT apprenticeship slots filled by youths ages 18-22.
7. Percent of graduating students continuing with further education.

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8. Percent of high school dropouts re-entering the education process and re-establishing a career pathway.

9. Percent of dropouts contacted with information on vocational and adult education opportunities in their communities.

10. Percent of teachers, counselors, administrators and mentors having access to training in School-to-Work strategies and methods.

11. Percent of high school graduates who have been out of school for one year and who have chosen a work-based experience and are employed full-time or continuing their formal education in the field for which they were trained.

12. Average personal income of individuals who receive Certificates of Technical Achievement as compared to those without Certificates.

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Goal 7

MEETING THE CHALLENGE 1995

BUILDING DRUG-FREE SCHOOLS AND ENDING SCHOOL VIOLENCE

BY THE YEAR 2000,
every school in the United States
will be free of drugs and violence, and
the unauthorized presence of firearms
and alcohol and will offer a disciplined
environment conducive to learning.

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In a recent letter to Governor Bayh, Katie Stowell a high school senior from Bedford, wrote:

"I always thought of gangs as being only in large cities...but to my surprise, that is not true. In our high school, we have over five gangs. It's not only in the high school, it's in our junior highs and even elementary schools."

Too often, we think that drugs, violence and gangs are distant problems from which our children are protected. Tragically, Katie's letter proves them wrong; school violence and drug use reach even into our smaller communities.

Goal Seven challenges us to free schools of drugs and violence and offer children a disciplined environment in which they can learn. Schools cannot take on this challenge alone — parents and communities must help.

It is not just outside our homes where children are exposed to the world of violence and drugs. By the time the average child graduates from elementary school, he or she will have seen 100,000 acts of simulated violence on T.V.

In order for schools to be safe, disciplined, and drug-free, families must foster healthy habits and communities must surround children and youtn with positive experiences.

All over Indiana, efforts have been made to interest the business community in the war against drugs in schools. Over 600 schools have partnered with local businesses to establish Drug-Free School Zones such as the one pictured here at Sarah Scott Middle School in Terre Haute.

Sara Scott Middle School, winner of the National Education Goals Panel's "Strong Families, Strong Schools, Most Promising Practice Award," has partnered with Indiana Gas to ensure their school is drug-free. "We have placed our sign in a very prominent place where every day it reminds our teachers and students that this is a value that we hold; this school is drug free," said Dr. Sandra Kelley, Principal of Sarah Scott.

The war against drugs and violence can be won if partnerships between parents, schools and the entire community are used to help in the fight.

Jan Battin of Indiana Gas, Dr. Sandra Kelley, Principal
La Chelle Turner and Mike Shaw, students of Sarah Scott Middle School, Terre Haute

INDIANA INITIATIVES

SAFE SCHOOLS

Recognizing the need for further measures to prevent violence in our schools, Governor Evan Bayh proposed the creation of a Safe Schools Fund, which was approved in 1995 by the Indiana General Assembly. Appropriations for the fund are derived from fees collected from persons convicted of an offense involving possession of a firearm. The fees range from $200-$1,000 per offender, and it is estimated that they will generate $800,000 annually. This money will be distributed to school corporations that submit a Safe School Plan to the Indiana Criminal Justice Institute in order to fund any of the following initiatives:

- the purchase of equipment that can detect firearms and/or enhance safety;
- the use of dogs trained to detect firearms;
- the establishment of programs, services or activities that enhance school safety;
- the effort to combat truancy.

This new legislation also includes a provision that requires school corporations to adopt a zero-tolerance policy for the possession of firearms and deadly weapons on school property. Students identified as being in possession of a firearm must be expelled for a period of at least one calendar year, returning at the beginning of the first school semester at the end of the one-year period.

The final portion of the legislation awarded school corporations the statutory authority to adopt dress codes with the intent that this would curtail gang-related incidents.

Contact: Kramer Justak (317) 232-1233

GOVERNOR'S COMMISSION FOR A DRUG-FREE INDIANA

The Commission completed a second strategic report on long-term strategies in 1994. The first report, issued in 1990, contained 60 recommended actions, 46 of which have been fully implemented. The new report contains 99 recommended actions, developed with extensive input from citizens all across the state.

Indiana's innovative state-community partnership funding mechanism—the County Drug-Free Community Funds Program—has been recognized by the U.S. Department of Justice as a model state initiative. In an August 1995 report, the U.S. Department of Justice reviewer commented, "The Indiana program is an outstanding example of what can be accomplished by creating a dedicated fund for combating problems associated with substance abuse."

Contact: Joseph E. Mills III. (317) 232-4219

COMPREHENSIVE K-12 DRUG EDUCATION

All 294 school districts in Indiana have programs and activities in place to assist children and youth in the effort to fight drugs in Indiana. In partnership with parents, the continum of services includes prevention, intervention, and referral.

The Drug Abuse Resistance Education (D.A.R.E.) continues to be one of the most successful substance abuse programs in Indiana. A completely rewritten elementary curriculum with a strong emphasis on group learning and a renewed anti-drug, anti-violence, anti-gang message was implemented in the fifth and sixth grades in 1994-1995. As a part of this successful process, 432 D.A.R.E. officers completed more than 8 hours of in-service training to upgrade their skills and prepare them for the new program. Many schools have taken the initiative to expand D.A.R.E. into the middle and senior high schools. Over 165,000 students in 78 counties now receive this very popular program from 132 law enforcement agencies each year.

Contact: Gary Cavanaugh (317) 464-2017

LOCAL COORDINATING COUNCILS

Community-based planning and action is the cornerstone of Indiana's strategy to combat alcohol and other drug use. The 1989 decision to aggressively support community coalitions has placed Indiana in the forefront in this arena. In each of Indiana's 92 counties, citizen volunteers come together to plan, act and evaluate. Over 3,300 citizens are members of the decision-making local panels and over 2,000 additional persons serve on committees and work on special projects. Schools are well-represented on these local coalitions, forging school-community partnerships.

Contact: Marilyn Bassett (317) 232-4219

HOOSIER ALLIANCE AGAINST DRUGS

With the uncertainties of federal funding, more Indiana communities are looking to the private sector for assistance in reaching young people with prevention education efforts. Local initiatives through Hoosier Alliance Against Drugs' Drug-Free School Zone Sign Sponsorship program help schools and local drug coordinating councils respond independently to their communities' needs. The Alliance has provided 2,600 Drug-Free School Zone signs around 766 schools in 64 counties. This year the Partnership for a Drug-Free America recognized the Hoosier Alliance for its continuing leadership in promoting substance abuse awareness among citizens of all ages, including adults.

Contact: Joel Stein (317) 464-2017

GOOD CITIZENSHIP CURRICULUM

The 1995 General Assembly charged the Indiana Department of Education to develop a plan for integrating instruction that stresses honesty, respect, personal best, personal responsibility, and other widely shared values into the existing curriculum.

Contact: Dr. Robert Fallon: (317) 232-9157

DRUG-FREE SCHOOL ZONE

INDIANA LAW PROVIDES INCREASED CRIMINAL PENALTIES FOR ILLEGAL DRUG ACTIVITY WITHIN 1000 FEET OF SCHOOL PROPERTY.

	Total Signs	Public Schools	Non-public Schools	Counties
92-93	2100	65**	88	50
93-94	2350	625	92	59
94-95	2500	650	95	62
95-96*	2600	667	99	64

* Numbers are projections
**Number represents public school systems rather than school buildings

INDICATOR 1:

MONTHLY USE OF CIGARETTES, ALCOHOL, MARIJUANA AND COCAINE —AGES 12-17

ISSUES

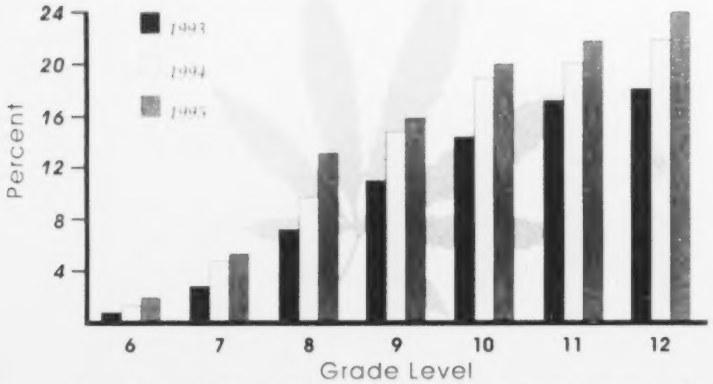
Data from schools, health and treatment agencies, and the Criminal Justice Department confirmed in 1995 that Indiana is experiencing a rise in the use of some specific drugs, primarily tobacco, marijuana, cocaine and psychedelics, although this increase is not as severe as the national increase. Progress continues to be made in reducing alcohol, amphetamine, tranquilizer and inhalant use. While the rates of use in all categories are far below those of earlier years, the data reminds us that the problem is complex, pervasive and requires long-term strategies that must be constantly evaluated for effectiveness.

STATUS

Because alcohol is the most frequently used drug among 12-17 year olds, much attention has been given to the prevention of alcohol use over the past several years. The data on alcohol use rates suggests that the focused attention has succeeded in reducing not only monthly use of alcohol, but also binge drinking. However, the rates of cigarette, marijuana and cocaine use by students have increased.

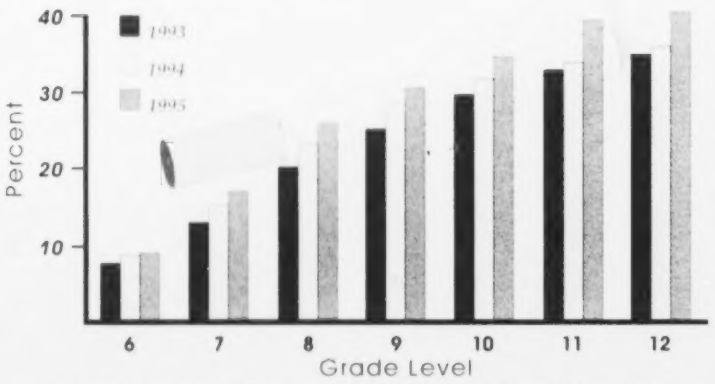
Our ambitious goal to reduce the prevalence of alcohol and drug-related incidents by 1995 did not

MONTHLY MARIJUANA USE BY GRADE



Source: Indiana Substance Abuse Prevention Resource Center, Indiana University.

MONTHLY CIGARETTE USE BY GRADE



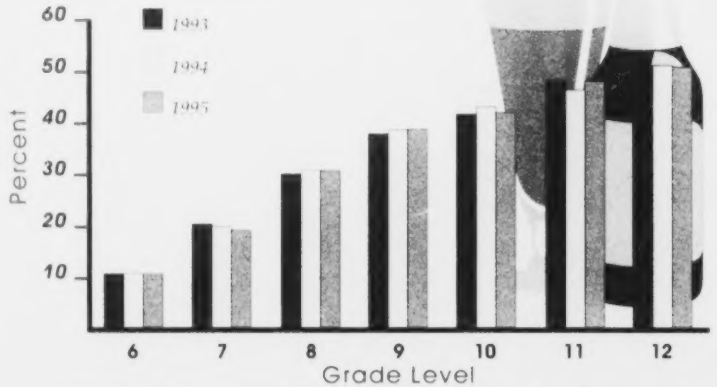
Source: Indiana Substance Abuse Prevention Resource Center, Indiana University.

anticipate a nation-wide upsurge in youth drug use, a phenomenon that appears to have transcended state and local programs and strategies. This data serves as a reminder that multiple factors determine which and to what extent drugs are used, and that the problem requires sustained strategies that span a range of drug classifications.

LONG-TERM OBJECTIVE

Lower the use rate within the past month to no more than 15.0% using alcohol, 12.0% using cigarettes, 2.0% using marijuana and 0.3% using cocaine.

MONTHLY ALCOHOL USE BY GRADE



Source: Indiana Substance Abuse Prevention Resource Center, Indiana University.

STRATEGIES

Identify schools and communities where drug use survey data shows lower than average rates of use and analyze factors that may be contributing to success.

Step up efforts to eliminate tobacco sales to minors.

Develop and maintain consistent state-wide anti-drug messages through coordinated public awareness efforts.

Assist communities in developing local legislative, advocacy, service and action strategies to address alcohol and other drug use by youth.

INDICATOR 2:

AVERAGE AGE OF FIRST USE OF ALCOHOL AND TOBACCO

ISSUE

The earlier young people begin using tobacco, alcohol and other drugs, the greater the risk that the use will contribute to a decline in school performance. According to the American Psychiatric Association, "It takes 5 to 15 years for an adult to become an alcoholic; an adolescent can become an alcoholic, by contrast, in 6 to 18 months of heavy drinking." There is also a higher risk of alcohol and other drug-related physical, mental and emotional problems.

STATUS

In 1992, the average first use of cigarettes self-reported by Indiana children and adolescents was 11.9 years of age. In 1995, the age of first use was slightly lower at 11.4 years of age.

LONG-TERM OBJECTIVE

Raise the average age of first use of alcohol as reported by school-age youth to 14, and raise the average age of first use of tobacco to 13.

STRATEGIES

Decrease access to alcohol and other drugs to minors through improved and coordinated community mobilization responses, public awareness, and increased penalties for violations of sales to minors laws.

Enforce restrictions on sale of tobacco to children under 18.

Increase parent and community awareness of alcohol and other drug use in media programming and advertisements.

Counter the glamorization of alcohol and other drug use in media programming and advertisements.

Increase attractive alternative activities and decrease the amount of time that children are left unsupervised before and after school.

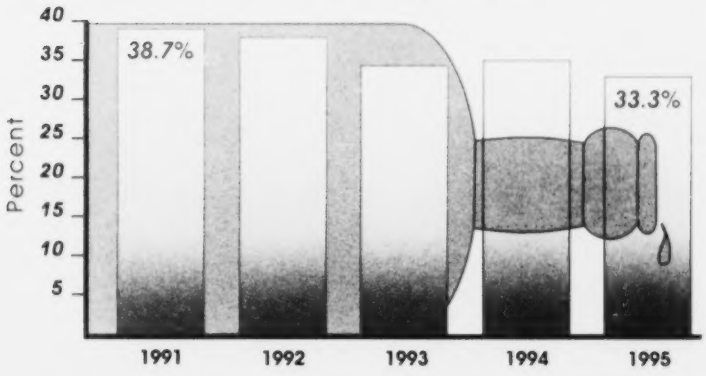
INDICATOR 3:

PERCENTAGE OF HIGH SCHOOL SENIORS WHO DRINK HEAVILY

ISSUE

High school students who engage in episodes of excessive alcohol consumption risk immediate physical harm to themselves and others. Periods of intoxication impede educational progress and may lead to risk-taking behaviors such as driving while impaired, unsafe sex, and acts of violence.

BINGE DRINKING AMONG HIGH SCHOOL SENIORS



Source: Indiana Substance Abuse Prevention Resource Center, Indiana University.

STATUS

Considerable attention has been given to alcohol-related issues in Indiana during recent years, as compared to other drugs. Historically, Indiana's youths have consumed alcohol at a rate higher than the national average, and the rate of binge drinking by high school seniors has been much higher than in other states. The year 1994 marked the first time in several years that the binge drinking rate had turned upward. The 1995 data, however, reveals that we have resumed progress toward narrowing the gap between the Indiana and national rates, with the Indiana rate falling from 38.7% of seniors reporting binge drinking in 1991 to 33.3% in 1995.

LONG-TERM OBJECTIVE

Lower the incidence of binge drinking within the past two weeks to no more than 25% of high school seniors.

STRATEGIES

Counter glamorization of alcohol and other drug use in media programming and advertisements.

Assist students in resisting negative peer pressure.

Increase awareness among parents and community of risks and consequences of alcohol and other drug abuse.

Decrease access to alcohol by young adults under the age of 21.

Encourage the development of student assistance programs for all high schools and higher education institutions.

INDICATOR 4:

ALCOHOL AND OTHER DRUG INCIDENTS WITHIN 1,000 FEET OF SCHOOL PROPERTY

ISSUE

In order to ascertain the level of safety and prevalence of illegal substances in Indiana's schools, the number of incidents that occur on or near school property must be determined. Methods of collecting information on drug incidents allow us not only to determine the severity of the problem but also to take appropriate preventative measures to provide for a conducive learning environment in our schools.

STATUS

A central repository is in place to collect information on alcohol and other drug crimes that occur at or near schools. The repository is part of a program known as Incident Based Reporting (IBR). IBR collects 100 pieces of information on each criminal incident that occurs in the jurisdiction of a participating law enforcement agency. That information is passed on to a state central repository. Although complete data is not yet available through the IBR program, other sources of data are being used to provide information on alcohol and drug crimes.

Funds made available through the National Safe and Drug-Free Schools and Communities Act of 1994 will help to further Indiana's efforts to eliminate drug use among youth. This revenue will complement Indiana's Safe School Program and fund drug prevention and education programs in schools, particularly those with high rates of drug and alcohol use.

LONG-TERM OBJECTIVE

Reduce the number of alcohol and other drug incidents at school by 50% by the year 2000.

STRATEGIES

Improve reporting of incidence of alcohol and other drug incidents at school through the new Incident Based Reporting system.

Communicate the data concerning alcohol and other drug incidents to schools, parents and community groups.

Decrease the availability of alcohol and other drugs at school.

Decrease the economic incentive to sell alcohol and other drugs.

Collect reports of drug-related activities in the school as reported by the local Drug-Free School Committees.

Post Drug-Free School Zone signs around schools.

Promote comprehensive planning for strategies to reduce violence and substance abuse.

INDICATOR 5:

SCHOOL VIOLENCE

ISSUE

The number of incidents of violence involving students that occur on or near school property is the key indicator of how safe schools are. More effective means and accurate mechanisms for reporting violence would enable each community to better define problem areas and devise strategies to reduce violence. Furthermore, school corporations must be provided with the authority and financial ability to implement these strategies.

STATUS

Indiana policy makers have made eliminating violence in our schools a top policy priority by enacting several pieces of legislation to combat this problem. School personnel will now be authorized to take any disciplinary action necessary to promote student conduct that conforms with an orderly and effective system.

In addition, revenue from the Safe School Fund will provide the means for school corporations to carry out their safe school plan. By using data such as Incident Based Reporting to determine the schools with the highest rate of violence, revenue from the Safe School Fund will be efficiently allocated. These new measures will not only empower school corporations to address the problem of violence in their schools but also provide the resources to end violence in Indiana's schools that previously had not been available.

LONG-TERM OBJECTIVE

Reduce the incidence of violence within 1,000 feet of school property by 50% by the year 2000.

STRATEGIES

Improve reporting of incidence of violence through the new Incident Based Reporting system.

Make schools aware of the level of local gang activity.

Decrease the availability and use of handguns and other assault weapons.

Require schools to adopt a zero-tolerance policy for weapons in schools.

Provide early intervention and alternative programs for violent youths.

Indiana Measures Progress

Alcohol and otuer Drug Abuse Indicators

In 1992, a set of twelve indicators was developed by the Governor's Commission for a Drug-Free Indiana to monitor progress being made in the quest for a drug-free state. The data from the annual reports will assist the state and each community to target responses to keep momentum in the progress toward a drug-free Indiana.

Indicator 1: Deaths caused by alcohol and other drug-related motor crashes

Indicator 2: Single vehicle nighttime accidents

Indicator 3: Deaths caused by cirrhosis

Indicator 4: Deaths caused by other drugs

Indicator 5: Emergency room visits involving alcohol and other drugs

Indicator 6: Average age of first use of alcohol and tobacco

Indicator 7: Incidence of monthly rates of use of alcohol, marijuana, cocaine, tobacco, and heroin by youth ages 12-17

Indicator 8: Incidence of monthly rates of use of alcohol, marijuana, cocaine, tobacco, and heroin by youth ages 18-25

Indicator 9: Average per-capita annual consumption of alcohol

Indicator 10: Incidence of heavy drinking by high school seniors and college students

Indicator 11: Average cost of street drugs

Indicator 12: Incidence of alcohol and other drug-related negative birth outcomes

Goal 8

MEETING THE CHALLENGE 1995

INCREASING PARENTAL PARTICIPATION

BY THE YEAR 2000,
every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children.

BEST COPY AVAILABLE

Parents are a child's first and best teachers. Parents have an invaluable role to play in their children's formal education by encouraging an interest in school, helping their children learn to read, and cultivating a thirst for knowledge.

Recognizing parents' special role in their children's education, innovative partnerships between schools, parents, and the community must be encouraged. To accomplish these partnerships, we must foster new strategies to promote interaction between parents and schools. All parties need to acknowledge the full spectrum of parental involvement, from checking a child's homework or meeting with teachers to becoming an active participant in the school.

Linda Wallace created a model partnership between parents and schools when she began the Security Dads program. When Linda's daughter started at Arlington High School in Indianapolis, she noticed many safety problems, especially at sporting events. Concerned for her daughter, she decided to rally other parents to her cause of creating a safer school environment. The result was Security Dads.

The idea is simple but revolutionary. Volunteer fathers in Security Dads t-shirts show up at after school activities and weekend games, walk around and talk to students. Their presence discourages inappropriate behavior and has made an impact on the school's environment. The Dads also provide an example of strong, caring, involved fathers. Students often come to them for advice, or just to talk about problems in their lives.

According to Linda, a big part of the program's success is the willingness of Arlington's administration to nurture Security Dads and involve them in the school. "Mrs. Greenwood [Arlington's principal] and I have worked together since Day One," Linda says, "without her support and input, Security Dads would not have been possible. Too often parents feel unwelcome in schools. With Security Dads, our school enthusiastically opened its doors and allowed parents to have a mission."

For Indiana to have students prepared to meet the challenges of the global economy, parents and schools must follow the example of Linda Wallace and Arlington High School and work together to make each child's social, emotional, and academic growth a top priority.

Linda Wallace has received national attention for Security Dads. In fact, in August of this year, the National Governor's Association awarded Linda their Distinquished Service Award.

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Linda Wallace
Founder, Security Dads, Indianapolis

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INDIANA INITIATIVES

21ST CENTURY SCHOLARS PARENTS' PROJECT

The Parents' Project is a state-wide program composed of nine (soon to be twelve) parent support groups for parents and guardians of Twenty-First Century Scholars. In an effort to offer Scholars an environment that fosters their academic achievement and social success, the program seeks to unify and enrich the crucial components of the students' lives: school, community, and family. When parents sign their enrollment contracts, they do more than simply agree to participate in the Parents' Project support groups, they agree to commit to their children's education, their communities' futures, and their own successes as parents and people.

Contact: Philip Seabrook (317) 232-2350

INDIANA FAMILY, SCHOOL AND COMMUNITY PARTNERS NETWORK

The Partners Network is a state-wide, community-based parent information, support, and education/training center serving Indiana families with children, and the professionals who work with these families. The Network aims to promote shared commitments by families, schools, and communities to act jointly and synergistically for children's learning and to build the capacity of Indiana families to work effectively at home.

Contact: Kate Gill Kressley (317) 929-0626

BUDDY PROJECT

The Buddy Project, which allows schoolchildren to take a computer home with them, has shown good results in getting parents more involved in their children's learning. Over 60% of parents reported taking more interest in their child's day to day education because of the Buddy Project. Additionally, 76% of teachers report that the Buddy Project has resulted in better communications between teachers and the students' parents.

Contact: Alan Hill (317) 464-2074

PARENT POWER

Parent Power is a not-for-profit organization whose mission is to promote projects which increase meaningful parent involvement in schools. The Parent Power newsletter highlights current education improvement initiatives and is offered free to parents through Indiana's public libraries. Parent Power also administers the TeleParent project in Marion County. TeleParent, which is sponsored by Parent Power, WRTV6 and Ameritech, is a computerized voice messaging system which allows daily two-way communication between parent and teacher. It is offered free of charge to schools. Parent Power is also offering a parent advocacy video to interested

schools and parent groups. The videó teaches parents how to represent their child regarding education issues at the classroom, building, district, and state levels.

Contact: Sue Richardson (317) 573-8222

SPECIAL EDUCATION

Over 119,000 Hoosier parents of children with special needs serve on their children's case conference committees. Case conference committees write, implement, and evaluate each child's individual education plan (IEP). The parents of students identified as needing the services of a school's special education services play an increasingly active role in their children's schooling.

Contact: Bob Marra (317) 232-0570

TITLE 1

Title 1 (formerly Chapter 1) uses a successful format—College for a Day and other information sharing workshops—to attract parents. At sessions held all around the state, parents learn parenting skills and develop resources to form networks within their communities and statewide. Almost 5,000 Title 1 parents attended workshops in 1995, raising the parental involvement level of Title 1 parents in Indiana to new heights.

Contact: Linda Miller (317) 232-0540

PBA/SCHOOL IMPROVEMENT PLAN

In 1995, 415 schools submitted school improvement plans to the Department of Education. These plans include mechanisms designed by individual schools for progressive and meaningful improvement in the areas of curriculum, improved instruction strategies, test scores, etc. A strong component of the school improvement plan is the utilization of parents on the school improvement committee.

Including parents leads to increased community involvement and better communication between parents, teachers, and administrators, which results in a stronger unified message to children. This message includes the ideas that learning does not stop when children leave the classroom and that school activities should be supported by parents.

Contact: Mary Mickelson (317) 232-9060

Indicator 1

Parents are Children's First and Best Teachers.

Issue

Parents have always been their children's first and best teachers, but a link must be forged between the learning that occurs in schools and in the home. Having more parents actively involved in their children's public education cannot only benefit the parents and the children but also the school system and the community at large. To that end, every school in Indiana should actively engage in partnerships with parents. These partnerships should be developed by district and by individual schools to best meet the needs of the children, the parents, and the school community at large.

Long-Term Objective

By the year 2000, all Indiana schools will outline (either in their mission statement or school improvement plan) the parental outreach efforts they are pursuing. In addition, they will maintain records of parental partnership achievements.

Strategies

Examine and evaluate current communication efforts.

Begin or strengthen communication through the wide distribution of newsletters, monthly/weekly calendars, and improved report cards, test scores, and homework assignments.

Use the following technologies to enhance communication: E-Mail to parents, updates on research available through IDEAnet, and sharing the Indiana Department of Education newsletter, "Education Matters!"

Encourage teachers to be present at sporting events, plays, concerts, and other extracurricular activities to promote a community feeling and to make themselves available to parents.

Encourage children to invite their parents to school activities.

Indicator 2

Parent Organizations

Issue

Active parent organizations are key to maximizing school/family/community partnerships. Parents have great leverage in terms of affecting their children's education in a positive manner when they communicate and organize with their peers.

Long-Term Objective

By the year 2000, all Indiana schools should have at least one active parent organization.

STRATEGIES

Schools without parent organizations should encourage active and concerned parents to get together. Ask businesses to help support and promote parent organizations.

Make schools a community center where parents and community members feel welcome. Hold workshops, breakfasts, lunches, and other activities that will allow students, teachers, administrators, parents, and community members to communicate and share ideas.

Begin partnering with local businesses to encourage parental involvement. Invite guest speakers to come during school lunch hours (both in businesses and schools).

Promote statewide parent organizations such as the State Parent Teachers Association and the Indiana Family, School, and Community Partners Network.

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